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ABSTRACT

This curriculum guide was developed according to the convictions that all language skills complement and reinforce each other, that the pupil should learn to use these skills as a means of communicating effectively, that the language program should help the pupil utilize the language skills in all other areas of study, and the the ultimate goal of the program is to enable the pupil to become a functioning member of the world community. The guide outlines the goals, objectives, materials, course content, and suggestions for language and reading in each of the five grades. An additional section outlines a gifted program, the goal of which is to promote pupil growth toward self-initiated and self-directed learning. An appendix contains the Dale-Chall Readability Index for "Adventures in Reading," a glossary of terms, and a pupil record sheet. (JM)

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TEACHER'S GUIDE FOR

LANGUAGE ARTS,

GRADES 4 - 8

CS 202 681

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ST. LOUIS, MISSOURI
1975

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St. Louis, Missouri
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TEACHER'S GUIDE FOR LANGUAGE ARTS, GRADES 4 - 8

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PHILOSOPHY OF THE LANGUAGE ARTS PROGRAM

All language skills complement and reinforce each other; therefore, no language skill should be taught in isolation. That this is not a local view receives support in a recent statement by Dr. Iris M. Tiedt:

> Reading and writing deal with the written language. Speaking and listening are concerned with oral language. Speaking and writing are productive skills in that the speaker or writer generates the language produced. Reading and listening, on the other hand, are receptive skills. The reader or listener tries to understand language generated by someone else. *

The pupil should learn to use these language skills as a means of communicating effectively. Furthermore, the language program should help the pupil utilize the language skills in all other areas of study. The ultimate goal of the language arts program is to enable the pupil to become a functioning member of the world community.

In keeping with these convictions, this guide for the language arts program has been written.

OBJECTIVES OF THE LANGUAGE ARTS PROGRAM

The pupil will

> use the skills of reading to develop vocabulary, to comprehend what is read, and to enjoy literature.
>
> develop the ability to speak clearly and to listen effectively.
>
> demonstrate the ability to express thoughts clearly in written language while observing the acceptable standards of usage and grammar, punctuation and capitalization.
>
> recognize the need for correct spelling and develop a sense of responsibility to spell accurately in all written work.
>
> strengthen basic handwriting skills and develop the ability to write legibly in all written work.
>
> utilize reference skills by applying them to meet individual needs.

---

*National Council of Teachers of English, Elementary English, September, 1974

GOAL

The goal of the fourth grade language program is to provide the pupil with the necessary skills in speaking and writing to communicate effectively. These skills will provide a basis for further improvement at succeeding levels.

OBJECTIVES

The pupil will maintain skills learned at previous levels and

Extend these skills.

Listen attentively for directions and main ideas.

Participate in oral discussion, speaking with clarity and effectiveness.

Begin to understand the background of words and to enrich vocabulary.

Recognize basic sentence structure and patterns.

Understand the function of the subject and of the predicate in sentences.

Identify nouns and verbs and their function.

Build paragraphs in sequence and with unity.

Apply rules of correct usage to all written work.

Punctuate and capitalize in sentences, written dialogue, poems, proper nouns, outlines, and letters.

Locate information using textbooks, dictionaries, and encyclopedias.

Display ability in taking notes, writing reports, letters, and simple book opinions.

Demonstrate the ability to apply above objectives to all written and oral language.

LANGUAGE, Grade 4

MATERIALS:

Pupil's text, *Language for Daily Use: Orange* (level 4)	L
Teacher's edition, *Language for Daily Use: Orange*	LTE
Teacher's edition, *Workbook, Language for Daily Use: Orange*	LWTE
Pupil's text, *Spell Correctly*, level 4	S
Teacher's edition, *Spell Correctly*, level 4	
Teacher's edition, *Gliding Along* (handwriting)	
Pupil's text, *Thorndike-Barnhart Beginning Dictionary*	D
In Other Words...A Beginning Thesaurus, Book I	IOW
Vocabulary Development Project for Grade 4	VP
Words: Vocabulary Tests, Grade 4, part 1	
Fables	
Words: Vocabulary Tests, Grade 4, part 2	
Proverbs and Folk Tales	
Teacher's Handbook	
Cornerstone Readers: *Alphabet Soup*	CA
Baker's Dozen	CB
Pupil's text, Open Highways, *Seeking Adventure*	OH
Teacher's edition, Open Highways, *Seeking Adventure*	OHTE
Pupil's text containing Systems Level 13 *Windows*,	SL13
Level 14 *Doorways*, and	SL14
Level 15 *Bridges*	SL15
Teacher's Manual for Levels 13, 14, and 15	SLTM13, 14, 15
Systems Levels 13, 14, 15 *Read Aloud Anthology*	SLRA

TO THE TEACHER: The titles listed above represent the basic language texts and correlated materials. In the outline of language skills on the following pages, these books are referred to by the symbols shown above at the right to direct your attention to correlated materials. For specific page numbers refer to indexes in teacher's manuals.

Special features of the pupil's text, *Language for Daily Use: Orange*

A series of book reviews to introduce choice literature.
Short passages to memorize spaced throughout.
Selections entitled "How Our Language Grew" dealing with the origin of words.
Tests entitled "Tryout Time" at the end of each chapter.
Exercises entitled "If You Need More Practice."
Additional tests entitled "Making Sure" for each chapter, pp.319-346.
Sections entitled "Going Ahead" for the more able students.
Review Handbook for reference.

Special features of the teacher's edition, *Language for Daily Use: Orange*

Each page of the teacher's edition contains the pupil's page in reduced size on which answers to exercises and tests are annotated in a second color.

In the margins opposite the pupil's page are teaching helps as follows:
Purpose of the lesson.
Suggested procedure for presenting the material.
Additional exercises for strengthening concepts taught.
Extension work for the more able pupil.

Located in the front of the teacher's book are:
A general outline of materials presented in the series (T1-T5).
A more detailed discussion of the 4th grade level (T6-T9).
Additional chapter tests with answers (T16 ff.).

The language program has been divided into three areas of study: History and Origin of Our Language, Oral Language, and Written Language.

HISTORY AND ORIGIN OF OUR LANGUAGE

In grade four the emphasis is on the study of the histories of common words so that pupils will understand and appreciate the backgrounds of the words they use.

Sounds and symbols	L; S IV-1; SL13
Other countries, other times	L; S

ORAL LANGUAGE

Oral language involves both speaking and listening. To communicate effectively it is necessary for the pupil to develop the ability to listen purposefully and to express thoughts clearly. Oral language is a part of the total curriculum and should not be taught in isolation. The skills listed below are a guide for helping the pupil to become an effective speaker and a good listener.

Content	Suggestions
Speaking	
Use words correctly	OH
Use sentences correctly	Oral reports
Pronounce words correctly	Book reports
Enunciate words clearly	Oral reading
Vary pitch and volume to convey meaning	Choral reading SL13, SL15
	Role playing
Communicate ideas courteously	Drama activities
	Telephone conversations
	Making introductions and Greeting people
Listening	
Listening attentively and courteously	KSLH Literary Treasures
Listening to oral directions	
Listening for the sequence of items or events	VP
Listening for interesting or informative points of a talk	SLRA
Listening for correct grammar and usage	Dictation
Listening for enjoyment	SLRA
Listening for patterns of rhyme and rhythm in poetry	

Evaluation of Oral Language

The pupil's oral language achievement is frequently shown within the framework of classroom activities when he answers questions, participates in discussions, and expresses ideas. Both formal and informal participation should indicate increasing ability to meet the criteria established in this guide and in the textbook.

WRITTEN LANGUAGE

Written language involves both creative and practical writing. To develop both types it is necessary for pupils to learn to express themselves clearly, using acceptable standards of grammar and usage. A knowledge of the tools or elements is the first step in developing desirable written work.

Content	Suggestions
The Elements of Writing	
The Word	
Forming new words	L
Root	OHTE; CA; S; SLTM13; SLTM14; SLTM15
Prefix	OHTE; CB; S; SLTM13; SLTM14; SLTM15
Suffix	OHTE; CB; S; SLTM13; SLTM14; SLTM15
Compound	OHTE; CB; S; SLTM13; SLTM14; SLTM15
Using new words	VP
Antonyms	CA; CB; SLTM13; SLTM14
Homonyms	CA; CB; S
Synonyms	CA; CB; S; SLTM13; SLTM14; SLTM15 IOW
The Sentence	
Learning sentence patterns	L
Using four kinds of sentences	
Statement	
Question	
Command	
Exclamation	
Learning subject and predicate and their use	
The Paragraph	SLTM14; Write a paragraph describing an imaginary trip to one of the local parks.
Writing the topic sentence	
Keeping to the topic	
Giving ideas in logical order	OHTE; CA; CB; SLTM14; SLTM15
Types of Writing	
Practical	
Writing letters	
Friendly letters	Class can write to a pen pal.
Business letters	
Invitations	Invite: principal to a class party, parents to a P.T.A. meeting
Thank-you notes	
Addressing envelopes	

Written Language, Grade 4

Content	Suggestions
Writing reports	
Choosing a subject and title Gathering information Organizing information	Correlate with social studies
Writing notices and messages	L
Creative	
Stories	
Developing the plot, beginning, climax, conclusion, and characterization	SLTM13; SLTM14; SLTM15
Poems	
Study the elements of poetry: rhythm, rhyme, repetition, mood, word pictures, message	
Book opinions	L
Skills	
Grammar and Usage	
Studying sentence structure	L
Sentence parts Word order Complete thought	
Understanding parts of speech and their use	L
Nouns	S
common and proper singular and plural possessive	L
Verbs	
being doing main and helping	
Adjectives	S Write an adjective and a noun about a person in the class. Read the adjective and the noun aloud to see if anyone can identify the person. Choose a kind of food. Use adjectives that describe the food to make it tempting. Choose adjectives to make it opposite.

Content	Suggestions
Using the right word	Refer to index, p.355, Usage
Mechanics	
Punctuation	
Period Question mark Exclamation point Comma Apostrophe Quotation marks Colon Hyphen	
Capitalization	Refer to Handbook
Spelling	S Refer to objectives and suggestions in complete Spelling in the Middle Grades in this guide
Dictionary	D Refer to Middle Grade Dictionary in this guide
Handwriting	Handwriting instruction should be part of the regular teacher-directed lessons in spelling and language. Refer to Handwriting in the Middle Grades Section in this guide.
Developing study skills	Refer to audiovisual listing in this guide
Use of dictionary	D; S; OHTE; SL13; SL14; SL15
Use of index	OHTE; CA; S; SL13; SL14; SL15
Use of encyclopedia	OHTE; CB; SL13; SL15
Use of table of contents	CA; CB; SL13; SL15
Taking notes	Play a recording of a speech and, as the brief pauses appear, note them. Stop the record and actually make notes on the board (with help of class).
Making an outline	
Proofreading	
Written assignments Paragraphs	Establish standards for written work. Encourage pupils to proofread and revise everything they write everyday.

Evaluation of Written Language

The pupil's competence in using language skills taught at this and earlier levels should be evaluated periodically by the teacher's observation of all written work. Evaluation should include sentence structure, grammar, mechanics, spelling, and handwriting. Samples should be placed in the pupil's file periodically to note progress.

In addition there are objective tests in the pupil's text *Language for Daily Use* as well as in the teacher's edition. The end-of-year tests in the front of the teacher's edition may be used to reinforce teacher judgment in marking the Language section of the Pupil Record Sheet (S-10).

NOTES:

SPELLING IN THE MIDDLE GRADES

The goal of the middle grade spelling program is to develop skills designed to build permanent spelling power. This enables the child to tranfer his thoughts into words with ease.

The pupils should be taught the process of learning to spell by a spirally-applied, multi-sensory approach since no one method (aural, oral, or kinesthetic) has been proven superior. Pupils' needs must be met at their performance levels.

OBJECTIVES:

The pupil will maintain skills learned in previous levels and

demonstrate understanding of sound-letter relationships.

recognize and use the most common spelling patterns as a result of many experiences.

identify syllables and their stress (if present).

build words using affixes and inflections.

master commonly used irregular spellings.

distinguish between homonyms and use them correctly in context.

relate homographs to their pronunciations and meanings in context.

learn common abbreviations.

demonstrate ability to proofread for spelling errors.

The same skills obtain at all middle grade levels and are to be applied to spelling materials at the level appropriate to the pupil.

MATERIALS for Grade 4:

Pupil's text, *Spell Correctly*, level 4
Teacher's edition, *Spell Correctly*, level 4

TO THE TEACHER:

The successful utilization of this spelling program begins with the careful preexamination of the guide for teachers. In the teacher's edition of the text, introductory and explanatory matter (pages 2T through 64T) contains the following features:

Unit Organization, 4T
Introducing *Spell Correctly*, 5T - 10T
Provision for Individual Differences, 10T
Spelling Games and Activities, 11T - 16T
    Materials and games require teacher preparation prior to introduction in unit.
Teacher Notes and Tests, 17T - 61T
    This section outlines teaching suggestions for each unit.
The Word List, 62T - 64T

Notice also Handwriting Models, p.139, and Glossary of Spelling Terms, p.140.

HANDWRITING IN THE MIDDLE GRADES

The goal in handwriting in the middle grades is to achieve legibility by refining, reinforcing, and reemphasizing cursive and manuscript styles.

OBJECTIVES:

The pupil, given experiences in writing, will

form each letter correctly.
form letters the appropriate size.
space letters, words, and sentences uniformly for legibility.
use proper beginning, connecting, and ending strokes.
slant uniformly to the right.
demonstrate proper position of body, hand, arm, and paper.
evaluate critically his handwriting against a model.

MATERIALS for Grade 4:

Teacher's Edition, *Gliding Along*, Grade 4

Color perception strips - cursive

It is suggested that teachers utilize suggested procedures in the teacher's edition of the handwriting book and the color perception strips in planning for systematic improvement in pupil's handwriting. The teacher's edition provides

procedures for directing basic strokes and correct formation.
practice and reinforcement when necessary.
sentences and paragraphs for pupils to write.

Color perception strips furnish an ever-present model for correct formation. Legibility should be stressed in all written experiences.

Pupils' books for handwriting are not included in the program since *Spell Correctly* provides activities which correlate with the letter formations and models of the handwriting program, as follows:

Handwriting activities, which may be individual or group, in each spelling lesson.

Handwriting models at the end of the book, including grouping by letter formation for lower case.

Word lists in cursive writing.

Systematic self-evaluation of handwriting at the Check Point (first test).

Teacher evaluation of handwriting at Progress Check (final test).

Evaluation of pupil's individual handwriting progress is included in evaluation of written language.

MIDDLE GRADE DICTIONARY

The goal of dictionary study in the middle grades is to systematically develop skills so that pupils make the dictionary a life-long reference tool.

OBJECTIVES:

The pupil, given systematic experiences in using the dictionary,

1. recognizes the alphabetical sequence of letters both forward and backward.
2. identifies an entry word.
3. utilizes guide words to locate entry words.
4. recognizes the beginning sound of a word and the sequence of sounds that follow the initial sound.
5. associates sounds and letters in order to select the most probable letter or variant letters under which to search for a word.
6. employs the pronunciation key to pronounce unfamiliar words.
7. determines and selects the correct definition of a word as used in context.
8. identifies parts of speech.
9. acquires knowledge of and skill in the use of synonyms and antonyms.
10. utilizes illustrative sentences and diagrammatical aids accompanying entry words to acquire meaning.
11. distinguishes between homographs.
12. identifies the function of affixes.
13. knows what an idiom is.
14. uses precise and descriptive words to foster precise thinking.
15. develops the habit of referring to the dictionary as a means of decreasing spelling errors.

The use of the thesaurus now available in the classroom will strengthen and reinforce the dictionary objectives 9 and 14.

MATERIALS for Grade 4:

Pupil's text, Grade 4, *Thorndike-Barnhart Beginning Dictionary*
In Other Words...A Beginning Thesaurus, Book I
Teacher Exercise Book for *In Other Words*

PHILOSOPHY FOR READING
IN THE MIDDLE GRADES

It is the responsibility of the schools to provide a planned program in reading which will give each child an opportunity to learn to read, listen, and speak so that he will ultimately be able to organize and communicate his thoughts clearly and to receive the thoughts of others. The school has the responsibility also to preserve our heritage of literature by acquainting the child with many kinds of literature and by giving him the means to enjoy and appreciate literature in many forms.

... adapted from
Curriculum Guide, Levels in English, 1968

READING OBJECTIVES IN THE MIDDLE GRADES

Emphasis in reading in the middle grades should be placed on functional and recreational reading. Furthermore, developmental processes mastered at the primary level should be strengthened and applied to reading in all subject areas.

NOTE: *The same skills obtain at all levels and are to be applied to reading materials at the level appropriate to the pupil.*

Reading is taught so that the pupil will be able to

use the tools involved in word recognition and word meaning (phonics, structural analysis, context clues).

enlarge his personal vocabulary through reading experiences and planned vocabulary development activities.

follow sequence of events.

follow written directions.

note and recall detail.

summarize main ideas of varied reading material.

draw conclusions, make judgments, and predict outcomes.

identify points of view.

identify attitudes of story characters.

recognize author's purpose.

locate specific information.

use the dictionary for word meanings, spelling, pronunciation, syllabication, parts of speech, and synonyms.

use library resources effectively.

use an encyclopedia, atlas, and almanac to locate information.

interpret charts, graphs, maps, and illustrations as sources of information.

As the pupil acquires the skills listed above, he will become able to

read effectively in all subject areas.

read for pleasure.

READING OBJECTIVES	4th	5th	6th
Word Attack Skills			
1. Using phonetic analysis of word	X	X	X
2. Using structural analysis of word	X	X	X
3. Using contextual clues	X	X	X
Comprehension Skills			
1. Following written or oral directions	X	X	X
2. Reading for detail and the main idea	X	X	X
3. Drawing conclusions, inferences, and making judgments	X	X	X
4. Following sequences	X	X	X
5. Using the context to get meaning	X	X	X
6. Making generalizations	X	X	X
7. Using grammatical structure and punctuation marks to get meaning	X	X	X
8. Relating reading to one's experiences	X	X	X
9. Note and recall details	X	X	X
Study Skills			
1. Making an outline		X	X
2. Determining paragraph topics		X	X
3. Ways of reading for different purposes	X	X	X
4. Read effectively in all subject areas	X	X	X
Reference Skills			
1. Using a dictionary and glossary	X	X	X
2. Using a table of contents and an index	X	X	X
3. Using the encyclopedia	X	X	X
4. Using a card catalog		X	X
5. Using maps, tables, and graphs	X	X	X
6. Using atlas and world almanac		X	X
Literary Skills			
1. Recognizing the different types of literature			
a. Distinguishing between fantasy and realism	X	X	X
b. Distinguishing between fiction and nonfiction	X	X	X
c. Distinguishing between biography and autobiography	X	X	X
d. Recognizing the different types of poetry		X	X
e. Recognizing fables, myths, fairy tales, and folk tales	X	X	X
2. Using critical thinking		X	X
3. Recognizing story structure	X	X	X
4. Recognizing author's point of view	X	X	X
5. Reading for enjoyment	X	X	X

READING - Grade 4

MATERIALS:

Reading Systems - Core Components

Pupil's text containing Level 13 *Windows*
Level 14 *Doorways*
Level 15 *Bridges*
Pupil's Studybook containing Levels 13, 14, and 15
Independent Practice Pad for each of Levels 13, 14, and 15
Teacher's Manual for Levels 13, 14, and 15
Teacher's Annotated Edition, Levels 13, 14, and 15
Teacher's Annotated Studybook for Levels 13, 14, and 15
Read Aloud Anthology for Levels 13, 14, and 15

New Open Highways Series

Pupil's text, *Seeking Adventure*
Pupil's Skillbook, *Seeking Adventure*
Individual Practice Pad for *Seeking Adventure*
Teacher's Edition, *Seeking Adventure*
Teacher's Edition, Skillbook, *Seeking Adventure*

Cornerstone Readers

Pupil's text, *Alphabet Soup*, Reading Level 1
Teacher's edition, *Alphabet Soup*
Pupil's text, *Baker's Dozen*, Reading Level low 2
Teacher's edition, *Baker's Dozen*

Reading for Different Purposes

Pupil's text, *Reading for Different Purposes*
Teacher's edition, *Reading for Different Purposes*

Reader's Digest New Reading Skill Builders

New Reading Skill Builder, Book 1, Part 1
Teacher's edition, *New Reading Skill Builder*, Book 1, Part 1
New Reading Skill Builder, Book 2, Part 1
Teacher's edition, *New Reading Skill Builder*, Book 2, Part 1

Listed above are the essential materials for the reading skills program for Grade 4. Some guidelines for the organization of the class and for the utilization of these materials are given on the following pages.

Language for Daily Use includes lessons on some study skills and reference skills. Refer to the language section of this guide for suggestions on correlation of the above reading materials with *Language for Daily Use*, Dictionary, and *In Other Words*.

TEACHER MATERIALS

In the Systems program, both a Teacher's Manual and a Teacher's Annotated Edition are provided. The manual is a guide for planning a lesson and for follow-up activities. Pages 14-15 explain in detail the core components. On pages 12-13 is the chart of skills for levels 1-14. It is recommended that teachers consult the directions provided in the manual for a total sequence prior to teaching the sequence. The Teacher's Annotated Edition is particularly helpful as the teacher works with the pupils during the reading and discussion of a selection.

The *Read Aloud Anthology* is an integral part of the program. The use of the *Read Aloud Anthology* is written into the manual for Systems. Its correlation with *Seeking Adventure* is explained on special sheets attached to the inside cover of the Teacher's Edition of *Seeking Adventure*.

In the New Open Highways, the teacher's edition provides complete instructions for preparing and teaching the lesson.

In the Cornerstone Readers, the teacher's edition provides instructions for preparing and teaching the lesson.

For *Reading for Different Purposes* a teacher's edition is provided.

For Reader's Digest *New Reading Skill Builders* a teacher's edition is provided.

PUPIL MATERIALS

Basal Readers and Studybooks

For the most effective use of these materials, it is suggested that basal readers and studybooks be used only in the classroom. These materials are nonconsumable.

Independent Practice Pad / Individual Practice Pad

Independent practice pads are furnished for both Systems and New Open Highways in lieu of duplicating masters. The content is the same. If a pupil transfers or leaves the system, any consumable material he has been using is kept in the school and used by another pupil.

Reading for Different Purposes

This studybook is divided into sections dealing with specific skills within the general skills area, reading for different purposes. It is provided for independent work by those reading in the Systems program or in the New Open Highways. This studybook is nonconsumable.

New Reading Skill Builders

This combined reader and skill book is intended to be used as independent work by those reading in the Cornerstone program. It is nonconsumable.

READING - Grade 4

GROUPING

The average of the vocabulary and comprehension reading scores (V/R Av) from the Iowa Tests of Basic Skills printout of the previous year should be used in grouping pupils.

A pupil who scored below 2.5 will begin reading in the Cornerstone Readers.

A pupil who scored 2.5 to 3.5 inclusive will read in *Seeking Adventure*, New Open Highways.

A pupil who scored 3.6 and above will read in *Windows, Doorways, Bridges*, Reading Systems.

A pupil with no test score should be tried temporarily in *Seeking Adventure*, New Open Highways, until the teacher has had opportunity to assess his ability.

If every pupil in a room is reading in the same book, it is suggested that the pupils still be grouped according to their needs and abilities.

PROGRESSION

Pupils who are assigned to read in the Cornerstone Readers will begin reading in *Alphabet Soup*. Two suggested plans for making the transition to *Seeking Adventure*, New Open Highways, follow:

PLAN 1

Title	Suggested Time Allotment
Alphabet Soup	7 weeks
Baker's Dozen	7 weeks
Seeking Adventure, New Open Highways	22 weeks

PLAN 2

Alphabet Soup	7 weeks
Baker's Dozen (Units 1-4)	3 weeks
Seeking Adventure (Section 1)	5 weeks
Baker's Dozen (Units 5-10)	4 weeks
Seeking Adventure (Sections 2-6)	16-17 weeks

It is desirable for pupils to complete at least sections 1 through 4 in *Seeking Adventure*, New Open Highways, in order to be introduced to those skills necessary for progressing to the Grade 5 reading program. Sections 5 and 6 are a review of skills introduced at earlier levels.

Pupils who complete *Seeking Adventure*, New Open Highways, before the end of the year move into Systems, Level 13 of *Windows, Doorways, Bridges*.

A Suggested Two-Week Program

It is suggested that the Cornerstone group should read with teacher direction every day. The New Open Highway group and the Systems group would read in the basal reader with teacher direction on alternate days.

Each group does independent work (Ind.) when not reading in the basal reader (Read).

The following two-week program is suggested, with a minimum of 60 minutes (one hour or two 30-minute periods) for reading every day.

1st Week

		Mon.	Tues.	Wed.	Thurs.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind.	Ind.	Ind.	Ind.	Ind.
	Corner-stones	Read	Read	Read	Read	Read
2nd 30 Min.	Systems	Ind.	Read	Ind.	Read	Ind.
	O.H.	Read	Ind.	Read	Ind.	Read
	Corner-stones	Ind.	Ind.	Ind.	Ind.	Ind.

2nd Week

		Mon.	Tues.	Wed.	Thurs.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind.	Ind.	Ind.	Ind.	Ind.
	Corner-stones	Read	Read	Read	Read	Read
2nd 30 Min.	Systems	Read	Ind.	Read	Ind.	Read
	O.H	Ind.	Read	Ind.	Read	Ind.
	Corner-stones	Ind.	Ind.	Ind.	Ind.	Ind.

SCOPE AND SEQUENCE CHART - Grade 4

Cornerstone Readers and *Seeking Adventure* (New Open Highways)

	COMPREHENSION										STUDY SKILLS						
	Main Ideas	Details	Inference	Sequence	Directions	Critical Reaction	Predicting Outcome	Cause-Effect Relationships	Time-Place Relationships	Literary Forms	Glossary	Dictionary	Encyclopedia	Skimming	Table of Contents	Diagrams	Maps
Alphabet Soup	X	X	X	X	X	X					X	X	X		X	X	X
Baker's Dozen	X	X	X	X	X	X					X	X	X	X	X	X	X
Seeking Adventure	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SCOPE AND SEQUENCE CHART - Grade 4
Cornerstone Readers and *Seeking Adventure* (New Open Highways)

	WORD RECOGNITION										VOCABULARY							
	Visual Discrimination	Auditory Discrimination	Consonants	Blends	Vowels	Digraphs	Diphthongs	Silent Letters	Inflectional Endings	Syllabication	Synonyms	Antonyms	Homonyms	Compounds	Homographs	Prefixes	Suffixes	Roots
Alphabet Soup	X	X	X	X	X				X		X	X	X	X				X
Baker's Dozen	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
Seeking Adventure	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X

TESTING

The vocabulary and comprehension sections of the Iowa Tests of Basic Skills are administered to all pupils near the close of each school year. A score label for each pupil showing the results of these tests is furnished by Data Processing and should be affixed to his Pupil Record Sheet, S-10.

During the year you may wish to use informal assessment tests to determine pupils' progress.

In Systems any page in the practice pad may be used to assess mastery of a particular skill. Pages to assess the individual needs of pupils can be found in the studybook as follows: in *Windows* section, pages 2 through 5; in *Doorways* section, pages 2 through 5; in *Bridges* section, pages 2 through 4.

In New Open Highways pages 379-424 inclusive in the reference section of the teacher's manual may be used. In the practice pad both mid-term and section tests are included on the index page: mid-term tests on pages 50-56 inclusive, and section tests on pages 14, 31, 32, 51, 75, 84, 85, 90-92.

In the Cornerstone Readers the scoreboard exercises at the end of the book may be used to evaluate the pupil's mastery of skills.

SUGGESTIONS FOR INDEPENDENT WORK

1. Studybook/Skillbook and Practice Pads

   These materials may require some explanation and introduction before the pupils work independently.

2. *Reading for Different Purposes*
3. Reader's Digest *New Reading Skill Builders*
4. Skill pages at the end of each story in Cornerstones
5. Exercise pages in the first section of the dictionary
6. Reading in other subject areas
7. Supplementary readers and literature books
8. Library books
9. Teacher-made materials
10. Other reading/study materials purchased by some schools

LITERATURE

OBJECTIVES:

The objective of the literature program is to provide meaningful and enjoyable reading experiences so that the pupil will

- recognize and respond to different types of literature.
- read and enjoy book-length stories.
- become familiar with selected classics.
- develop moral values and social growth through vicarious experiences.

MATERIALS for Grade 4:

Magic Carpet
Teacher's Edition, *Magic Carpet*
Paths to Follow
Teacher's Edition, *Paths to Follow*
Fun and Fancy
Teacher's Edition, *Fun and Fancy*

For Class Study:

Bulla, *Down the Mississippi*
Colver, *Abraham Lincoln*
Lexau, *Striped Ice Cream*

For Read Aloud:

Read Aloud Anthology, for Systems Levels 13, 14, and 15
Huber, *Story and Verse for Children* (1 per school)
Harris, *Aesop's Fables*
Grimm, *Tales from Grimm*
Kipling, *Favorite Just So Stories*

In addition, the Systems *Windows*, *Doorways*, *Bridges* and Open Highways *Seeking Adventure* present various forms and types of literature. One of the special features of *Language for Daily Use* is the series of book reviews which introduce choice literature. Each review encourages good reading and discussion about books and also shows pupils how to give a book review.

Directions for Marking Pupil Record Sheet (S-10)

Grade 4

A new Pupil Record Sheet (S-10) is provided for use with this revision of the Language Arts Curriculum for Grades 4-8. Spaces are provided for indicating the pupil's level of achievement in language arts at the close of the school year; for recording the place in the basal reader which the pupil has reached; for recording the pupil's achievement in the Vocabulary Project; for recording the results of the Inventory Survey Test; for indicating any special program in which the pupil is enrolled; for placing the print-out of scores on the ITBS given during the second semester.

Teacher judgment will of necessity play a large part in the marking of the Language section of the Pupil Record Sheet. However, the End-of-Year Test in *Language for Daily Use: Orange* may be used to reinforce teacher judgment in preparation for marking the Pupil Record Sheet.

The chart below indicates the parts of the End-of-Year Test that can be used to evaluate the major portions of the year's work. Pupils should score 80% on each subtest in order to receive a Satisfactory (S) mark or 70% to 79% to receive a Needs Improvement (N) mark. Any score below 70% on a subtest indicates Unsatisfactory (U) work. Pupils who receive N or U ratings will need additional help in these areas.

Sections of End-of-Year Tests suggested for pupil evaluation:

Sentence Structure - Part I - vi; Part IV - i
Parts of Speech - Part I - i, ix; Part III - vi; Part IV - ii
Usage - Part II - i, ii, iii, iv, v
Capitalization - Part III - i, ii, iv, v
Punctuation - Part III - i, ii, iv
Spelling - Part I - i, ii, iii, iv

In marking spelling, oral and written composition, and handwriting the pupil's achievement over the entire year should be considered. Use S, N, or U to indicate the level of competency in the pupil's spelling, composition, or handwriting.

The Vocabulary Score should indicate the last set used and the score on the mastery test for that set.

In the column marked Reading Achievement indicate the level in Reading Systems and the page number which the pupil has reached, or the page reached in the Open Highways or in the Cornerstone Readers. If a pupil transfers during the year, the page number of the basal should be indicated in pencil. Also indicate any special programs in which the pupil is enrolled (RIT, RR, etc. ...).

Record the Inventory Survey scores in the space provided for them. This test is valuable for diagnosing pupil's strengths and weaknesses before beginning reading instruction very early in September.

Place the print-out of ITBS scores in space indicated.

LANGUAGE, Grade 5

GOAL

The goal of the fifth grade language program is to provide the pupils with the necessary skills in speaking and writing to communicate effectively. These skills will provide a basis for further improvement at succeeding levels.

OBJECTIVES

The pupil will maintain skills learned at previous levels and

Extend these skills.

Develop the ability to listen carefully and purposefully.

Think critically and organize ideas effectively.

Express ideas clearly, forcefully, and correctly, both orally and in writing.

Share experiences and original thoughts with others.

Use language in social situations with ease, courtesy, and effectiveness.

Express thoughts appropriately, vividly, and precisely through expanding vocabulary.

Use language effectively in such study skills as finding information on a topic, reading, taking notes, outlining, and reporting.

Appreciate good stories and poems.

Identify word forms and sentence parts as a basis for understanding our language.

Demonstrate the ability to apply the above objectives to all written and oral language.

LANGUAGE, Grade 5

MATERIALS:

Pupil's text, *Language for Daily Use: Purple* (level 5)	L
Teacher's edition, *Language for Daily Use: Purple*	LTE
Teacher's edition, *Workbook, Language for Daily Use: Purple*	LWTE
Pupil's text, *Spell Correctly*, level 5	S
Teacher's edition, *Spell Correctly*, level 5	
Teacher's edition, *Upward Thrust* (handwriting)	
Pupil's text, *Thorndike-Barnhart Intermediate Dictionary*	D
In Other Words...A Junior Thesaurus, Book II	IOW
Vocabulary Development Project for Grade 5	VP
Words, Vocabulary Tests	
Greek and Roman Myths	
Teacher's Handbook	
Cornerstone Readers: *Crackerjacks*	CC
Drumbeats	CD
Pupil's text, Open Highways, *Discovering Treasure*	OH
Teacher's edition, Open Highways, *Discovering Treasure*	OHTE
Pupil's text containing Systems Level 16 *Passports*,	SL16
Level 17 *Excursions*, and	SL17
Level 18 *Discoveries*	SL18
Teacher's Manual for Systems Levels 16, 17, 18	SLTM16, 17, 18
Systems Levels 16, 17, 18 *Read Aloud Anthology*	SLRA

TO THE TEACHER: The titles listed above represent the basic language texts and correlated materials. In the outline of language skills on the following pages, these books are referred to by the symbols shown above at the right to direct your attention to correlated materials. For specific page numbers refer to indexes in teacher's manuals.

Special features of the pupil's text, *Language for Daily Use: Purple*

A series of book reviews to introduce choice literature.
Short passages to memorize spaced throughout.
Selections entitled "How Our Language Grew" dealing with the origin of words.
Sections entitled "Check Tests" to measure retention of previous learning.
Series of creative writing selections listed under heading "Composition."
Sections entitled "Going Ahead" for the more able students.
Test entitled "Tryout Time" at the end of each chapter.
Exercises entitled "If You Need More Practice."
Additional tests entitled "Making Sure" for each chapter, pp.367-394.
Review Handbook for reference.

Special features of the teacher's edition, *Language for Daily Use: Purple*

Each page of the teacher's edition contains the pupil's page in reduced size on which answers to exercises and tests are annotated in a second color.

In the margins opposite the pupil's page are teaching helps as follows:
    Purpose of the lesson.
    Suggested procedure for presenting the material.
    Additional exercises for strengthening concepts taught.
    Extension work for the more able pupil.

Located in the front of the teacher's book are:
    A general outline of materials presented in the series (T1-T4).
    A more detailed discussion of the 5th grade level (T5-T10).
    Additional chapter tests with answers (T14-T35).

The language program has been divided into three areas of study: History and Origin of Our Language, Oral Language, and Written Language.

HISTORY AND ORIGIN OF OUR LANGUAGE

The study of the origins and history of our language develops an understanding of and an appreciation for English as a living, growing, and changing means of communication. The emphasis in Grade 5 is on the origin of names.

Surnames	Refer to audiovisual listings in this guide.
Given names	
Geographical names	

ORAL LANGUAGE

Oral language involves both speaking and listening. To communicate effectively it is necessary for the pupil to develop the ability to listen purposefully and to express thoughts clearly. Oral Language is part of the total curriculum and should not be taught in isolation. The skills listed below are a guide for helping the pupil become an effective speaker and a good listener.

Content	Suggestions
Speaking	
Use words correctly	OH
Use sentences correctly	Oral reports
Pronounce words correctly	Choral speaking
Enunciate words clearly	Telephone conversations
Vary pitch and volume to convey meaning	Round table discussions
Communicate ideas courteously	Role playing
	Introductions and greetings
	Refer to audiovisual listings in this guide
Listening	
Listening attentively and courteously	Stress daily
Listening for the sequence of items or events	spelling dictation general directions
Listening for interesting or informative points of a talk	KSLH *Greek & Roman Myths* KSLH Literary Treasures
Listening for correct grammar and usage	
Listening for enjoyment	SLRA
Listening for rhyme pattern in poetry	

Evaluation of Oral Language

The pupil's oral language achievement is frequently shown within the framework of classroom activities when he answers questions, participates in discussions, and expresses ideas. Both formal and informal participation should indicate increasing ability to use the criteria established in this guide and in the textbook.

WRITTEN LANGUAGE

Written language involves both creative and practical writing. To develop both types it is necessary for pupils to learn to express themselves clearly, using acceptable standards of grammar and usage. A knowledge of the tools or elements is the first step in developing desirable written work.

Content	Suggestions
The Elements of Writing	
The Word	
Forming new words	L; VP
Root	CC Unit 8; CD Unit 5; OH
Prefix	S Units 27, 28, 29; CC Units 5, 8; CD Units 1, 4, 7; OH; SL16, 17, 18
Suffix	CC Units 5, 8, 9; CD Units 3, 4, 6; OH; SL16, 17, 18
Compound	S Unit 25; CC Units 1, 2; OH
Using new words	L; D; VP
Antonyms	CC Units 2, 10; CD Unit 6; SL16,17,18
Homonyms	S Units 34, 35; CC Units 2, 8
Synonyms	CC Units 2, 10; CD Unit 3
Descriptive	IOW
The Sentence	Refer to audiovisual listing in this guide
Learning sentence patterns	L
Using four kinds of sentences	
Statement	
Question	
Command or request	
Exclamation	
Simple subject	
Simple predicate	
The Paragraph	L
Writing descriptive paragraphs	Refer to the audiovisual listing in this guide
Writing topic sentences	
Keeping to the topic	Correlate with other subject areas
Developing paragraph unity	
Types of Writing	
Practical	
Writing letters	L
Friendly letters	Pen pals
Business letters	Write to Embassy for information on a country

Content	Suggestions
Letters of invitation	Invite parents to open house or the principal to room party.
Letters of reply	
Addressing envelopes	
Reports	
Choosing a subject and title	Correlate with social studies
Gathering information	
Organizing information	OH; SL16,17,18
Making an outline for a report	L
Book reports	Bulletin boards to interest others in a specific book
Creative	Refer to audiovisual listing in this guide
Stories	Play a record to establish a mood SL16,17,18 OH; L; New lyrics for music
Poems	Haiku (SL17); Cinquain (SL17); Diamante, a diamond-shaped contrast poem; Triangular triplet, a three-line verse whose lines can be read in any order
Conversation	
Book reviews	Write an article to "sell" a book.
Narration	
Description	
Skills	
Grammar and Usage	L See audiovisual listing in this guide
Studying sentence structure	
Sentence parts	
Word order	
Complete thought	
Understanding parts of speech and their use	
Nouns	
common and proper	
singular and plural	
possessive	
Verbs	
being	
action	
main and helping	
irregular	

Written Language, Grade 5

Content	Suggestions
Adjectives	
Adverbs	
Pronouns	
as subjects	
after verbs of being	
after action verbs	
possessive	
Using the right word	Refer to index, p.404-405, Usage
Mechanics	
Punctuation	Refer to handbook
Period	
Question mark	
Exclamation point	
Comma	SL16
Apostrophe	
Colon	
Quotation marks	SL17
Hyphen	SL16, SL17
Capitalization	Refer to handbook
Spelling	S Refer to objectives and suggestions in complete Spelling in the Middle Grades in this guide
Dictionary	D Refer to Middle Grade Dictionary in this guide
Handwriting	Handwriting instruction should be part of the regular teacher-directed lessons in spelling and language. Refer to Handwriting in the Middle Grades Section in this guide.
Study Skills	Refer to audiovisual listing in this guide Using Reference Aids
Use of dictionary	CC Unit 5; CD Units 1,3,5,6,7,8,9,10 OH; SL16, SL18
Use of table of contents	OH
Use of index	OH; SL18
Use of encyclopedia	CC Unit 3, 9; OH; SL16, 17, 18
How to make an outline	CC Unit 4; OH; SL16, 17, 18
How to take notes	
Use of card catalog	SL16, 17, 18
Proofreading	
Written assignments	Encourage pupils to proofread everything they write every day.
Compositions	
For spelling	

Evaluation of Written Language

The pupil's competence in using language skills taught at this and earlier levels should be evaluated periodically by the teacher's observation of all written work. Evaluation should include sentence structure, grammar, mechanics, spelling, and handwriting. Samples should be placed in the pupil's file periodically to note progress.

In addition there are objective tests in the pupil's text *Language for Daily Use* as well as in the teacher's edition. The end-of-year tests in the front of the teacher's edition may be used to reinforce teacher judgment in marking the Language section of the Pupil Record Sheet (S-10).

NOTES:

SPELLING IN THE MIDDLE GRADES

The goal of the middle grade spelling program is to develop skills designed to build permanent spelling power. This enables the child to transfer his thoughts into words with ease.

The pupils should be taught the process of learning to spell by a spirally-applied, multi-sensory approach since no one method (aural, oral, or kinesthetic) has been proven superior. Pupils' needs must be met at their performance levels.

OBJECTIVES:

The pupil will maintain skills learned in previous levels and

demonstrate understanding of sound-letter relationships.

recognize and use the most common spelling patterns as a result of many experiences.

identify syllables and their stress (if present).

build words using affixes and inflections.

master commonly used irregular spellings.

distinguish between homonyms and use them correctly in context.

relate homographs to their pronunciations and meanings in context.

learn common abbreviations.

demonstrate ability to proofread for spelling errors.

The same skills obtain at all middle grade levels and are to be applied to spelling materials at the level appropriate to the pupil.

MATERIALS for Grade 5:

Pupil's text, *Spell Correctly*, level 5
Teacher's Edition, *Spell Correctly*, level 5

TO THE TEACHER:

The successful utilization of this spelling program begins with the careful pre-examination of the guide for teachers. The teacher's edition of the text, introductory and explanatory matter (pages 2T through 64T), contains the following features:

Unit Organization, 4T
Introducing *Spell Correctly*, 5T - 10T
Provision for Individual Differences, 10T
Spelling Games and Activities, 11T - 16T
    Materials and games require teacher preparation prior to introduction in unit.
Teacher Notes and Tests, 17T - 61T
    This section outlines teaching suggestions for each unit.
The Word List, 62T - 64T

Notice also Handwriting Models, p.139, and Glossary of Spelling Terms, p.140.

HANDWRITING IN THE MIDDLE GRADES

The goal in handwriting in the middle grades is to achieve legibility by refining, reinforcing, and reemphasizing cursive and manuscript styles.

OBJECTIVES:

The pupil, given experiences in writing, will

form each letter correctly.
form letters the appropriate size.
space letters, words, and sentences uniformly for legibility.
use proper beginning, connecting, and ending strokes.
slant uniformly to the right.
demonstrate proper position of body, hand, arm, and paper.
evaluate critically his handwriting against a model.

MATERIALS for Grade 5:

Teacher's Edition, *Upward Thrust*, Grade 5

Color perception strips - cursive

It is suggested that teachers utilize suggested procedures in the teacher's edition of the handwriting book and the color perception strips in planning for systematic improvement in pupils' handwriting. The teacher's edition provides

procedures for directing basic strokes and correct formation.
practice and reinforcement when necessary.
sentences and paragraphs for pupils to write.

Color perception strips furnish an ever-present model for correct formation. Legibility should be stressed in all written experiences.

Pupils' books for handwriting are not included in the program since *Spell Correctly* provides activities which correlate with the letter formations and models of the handwriting program, as follows:

Handwriting activities, which may be individual or group, in each spelling lesson.

Handwriting models at the end of the book, including grouping by letter formation for lower case.

Word lists in cursive writing.

Systematic self-evaluation of handwriting at the Check Point (first test).

Teacher evaluation of handwriting at Progress Check (final test).

Evaluation of pupil's individual handwriting progress is included in evaluation of written language.

MIDDLE GRADE DICTIONARY

The goal of dictionary study in the middle grades is to systematically develop skills so that pupils make the dictionary a life-long reference tool.

OBJECTIVES:

The pupil, given systematic experiences in using the dictionary,

1. recognizes the alphabetical sequence of letters both forward and backward.
2. identifies an entry word.
3. utilizes guide words to locate entry words.
4. recognizes the beginning sound of a word and the sequence of sounds that follow the initial sound.
5. associates sounds and letters in order to select the most probable letter or variant letters under which to search for a word.
6. employs the pronunciation key to pronounce unfamiliar words.
7. determines and selects the correct definition of a word as used in context.
8. identifies parts of speech.
9. acquires knowledge of and skill in the use of synonyms and antonyms.
10. utilizes illustrative sentences and diagrammatical aids accompanying entry words to acquire meaning.
11. distinguishes between homographs.
12. identifies the function of affixes.
13. knows what an idiom is.
14. uses precise and descriptive words to foster precise thinking.
15. develops the habit of referring to the dictionary as a means of decreasing spelling errors.

The use of the thesaurus now available in the classroom will strengthen and reinforce the dictionary objectives 9 and 14.

MATERIALS for Grade 5:

Pupil's text, Grade 5, *Thorndike-Barnhart Intermediate Dictionary*

In Other Words ... A Junior Thesaurus, Book II

PHILOSOPHY FOR READING

IN THE MIDDLE GRADES

It is the responsibility of the schools to provide a planned program in reading which will give each child an opportunity to learn to read, listen, and speak so that he will ultimately be able to organize and communicate his thoughts clearly and to receive the thoughts of others. The school has the responsibility also to preserve our heritage of literature by acquainting the child with many kinds of literature and by giving him the means to enjoy and appreciate literature in many forms.

... adapted from
Curriculum Guide, Levels in English, 1968

READING OBJECTIVES IN THE MIDDLE GRADES

Emphasis in reading in the middle grades should be placed on functional and recreational reading. Furthermore, developmental processes mastered at the primary level should be strengthened and applied to reading in all subject areas.

NOTE: *The same skills obtain at all levels and are to be applied to reading materials at the level appropriate to the pupil.*

Reading is taught so that the pupil will be able to

use the tools involved in word recognition and word meaning (phonics, structural analysis, context clues).

enlarge his personal vocabulary through reading experiences and planned vocabulary development activities.

follow sequence of events.

follow written directions.

note and recall detail.

summarize main ideas of varied reading material.

draw conclusions, make judgments, and predict outcomes.

identify points of view.

identify attitudes of story characters.

recognize author's purpose.

locate specific information.

use the dictionary for word meanings, spelling, pronunciation, syllabication, parts of speech, and synonyms.

use library resources effectively.

use an encyclopedia, atlas, and almanac to locate information.

interpret charts, graphs, maps, and illustrations as sources of information.

As the pupil acquires the skills listed above, he will become able to

read effectively in all subject areas.

read for pleasure.

READING OBJECTIVES	4th	5th	6th
Word Attack Skills			
1. Using phonetic analysis of word	X	X	X
2. Using structural analysis of word	X	X	X
3. Using contextual clues	X	X	X
Comprehension Skills			
1. Following written or oral directions	X	X	X
2. Reading for detail and the main idea	X	X	X
3. Drawing conclusions, inferences, and making judgments	X	X	X
4. Following sequences	X	X	X
5. Using the context to get meaning	X	X	X
6. Making generalizations	X	X	X
7. Using grammatical structure and punctuation marks to get meaning	X	X	X
8. Relating reading to one's experiences	X	X	X
9. Note and recall details	X	X	X
Study Skills			
1. Making an outline		X	X
2. Determining paragraph topics		X	X
3. Ways of reading for different purposes	X	X	X
4. Read effectively in all subject areas	X	X	X
Reference Skills			
1. Using a dictionary and glossary	X	X	X
2. Using a table of contents and an index	X	X	X
3. Using the encyclopedia	X	X	X
4. Using a card catalog		X	X
5. Using maps, tables, and graphs	X	X	X
6. Using atlas and world almanac		X	X
Literary Skills			
1. Recognizing the different types of literature			
a. Distinguishing between fantasy and realism	X	X	X
b. Distinguishing between fiction and nonfiction	X	X	X
c. Distinguishing between biography and autobiography	X	X	X
d. Recognizing the different types of poetry		X	X
e. Recognizing fables, myths, fairy tales, and folk tales	X	X	X
2. Using critical thinking		X	X
3. Recognizing story structure	X	X	X
4. Recognizing author's point of view	X	X	X
5. Reading for enjoyment	X	X	X

READING - Grade 5

MATERIALS:

Reading Systems - Core Components

Pupil's text containing Level 16 *Passports*
Level 17 *Excursions*
Level 18 *Discoveries*
Pupil's Studybook containing Levels 16, 17, and 18
Independent Practice Pad for each of Levels 16, 17, and 18
Teacher's Manual for Levels 16, 17, and 18
Teacher's Annotated Edition, Levels 16, 17, and 18
Teacher's Annotated Studybook for Levels 16, 17, and 18
Read Aloud Anthology for Levels 16, 17, and 18

New Open Highways Series

Pupil's text, *Discovering Treasure*
Pupil's Skillbook, *Discovering Treasure*
Individual Practice Pad for *Discovering Treasure*
Teacher's Edition, *Discovering Treasure*
Teacher's Edition, Skillbook, *Discovering Treasure*

Cornerstone Readers

Pupil's text, *Crackerjacks*, Reading Level high 2
Teacher's edition, *Crackerjacks*
Pupil's text, *Drumbeats*, Reading Level 3
Teacher's edition, *Drumbeats*

Using Reference Aids

Pupil's text, *Using Reference Aids*
Teacher's edition, *Using Reference Aids*

Reader's Digest New Reading Skill Builders

New Reading Skill Builder, Book 2, Part 2
Teacher's edition, *New Reading Skill Builder*, Book 2, Part 2
New Reading Skill Builder, Book 3, Part 1
Teacher's edition, *New Reading Skill Builder*, Book 3, Part 1

Listed above are the essential materials for the reading skills program for Grade 5. Some guidelines for the organization of the class and for the utilization of these materials are given on the following pages.

Language for Daily Use includes lessons on some study skills and reference skills. Refer to the language section of this guide for suggestions on correlation of the above reading materials with *Language for Daily Use*, Dictionary, and Thesaurus.

TEACHER MATERIALS

In the Systems program, both a Teacher's Manual and a Teacher's Annotated Edition are provided. The manual is a guide for planning a lesson and for follow-up activities. Pages 14-15 explain in detail the core components. On pages 12-13 is the chart of skills for levels 1-17. It is recommended that teachers consult the directions provided in the manual for a total sequence prior to teaching the sequence.

The Teacher's Annotated Edition is particularly helpful as the teacher works with the pupils during the reading and discussion of a selection.

The *Read Aloud Anthology* is an integral part of the program. The use of the *Read Aloud Anthology* is written into the manual for Systems. Its correlation with *Discovering Treasure* is explained on special sheets to be attached to the inside cover of the Teacher's Edition of *Discovering Treasure*.

In the New Open Highways, the teacher's edition provides complete instructions for preparing and teaching the lesson.

In the Cornerstone Readers, the teacher's edition provides instructions for preparing and teaching the lesson.

For *Using Reference Aids* a teacher's edition is provided.

For Reader's Digest *New Reading Skill Builders* a teacher's edition is provided.

PUPIL MATERIALS

Basal Readers and Studybooks

For the most effective use of these materials, it is suggested that basal readers and studybooks be used only in the classroom. These materials are nonconsumable.

Independent Practice Pad / Individual Practice Pad

Independent practice pads are furnished for both Systems and New Open Highways in lieu of duplicating masters. The content is the same. If a pupil transfers or leaves the system, any consumable material he has been using is kept in the school and used by another pupil.

Using Reference Aids

This studybook is divided into sections dealing with specific skills within the general skills area, using reference aids. It is provided for independent work by those reading in the Systems program or in the New Open Highways. This studybook is nonconsumable.

New Reading Skill Builders

This combined reader and skill book is intended to be used as independent work by those reading in the Cornerstone program. It is nonconsumable.

READING - Grade 5

GROUPING

The average of the vocabulary and comprehension reading scores (V/R Av) from the Iowa Tests of Basic Skills printout of the previous year should be used in grouping pupils.

A pupil who scored below 3.5 will begin reading in the Cornerstone Readers.

A pupil who scored 3.5 to 4.5 inclusive will read in *Discovering Treasure*, New Open Highways.

A pupil who scored 4.6 and above will read in *Passports, Excursions, Discoveries*, Reading Systems.

A pupil with no test score should be tried temporarily in *Discovering Treasure*, New Open Highways, until the teacher has had opportunity to assess his ability.

If every pupil in a room is reading in the same book, it is suggested that the pupils still be grouped according to their needs and abilities.

PROGRESSION

Pupils who are assigned to read in the Cornerstone Readers will begin reading in *Crackerjacks*. Two suggested plans for making the transition to *Discovering Treasure*, New Open Highways, follow:

PLAN 1

Title	Suggested Time Allotment
Crackerjacks	8 weeks
Drumbeats	8 weeks
Discovering Treasure, New Open Highways	20 weeks

PLAN 2

Crackerjacks	7 weeks
Drumbeats (Units 1-3)	2 weeks
Discovering Treasure (Units 1-3)	3 weeks
Drumbeats (Units 4-6)	2 weeks
Discovering Treasure (Units 4-6)	2 weeks
Drumbeats (Units 7-10)	3 weeks
Discovering Treasure (Units 7-27)	15-17 weeks

It is desirable for pupils to complete at least Sections 1 through 4 (through teaching unit 22) in *Discovering Treasure*, New Open Highways, in order to be introduced to those skills necessary for progressing to the Grade 6 reading program. Sections 5 and 6 are a review of skills introduced at earlier levels.

Pupils who complete *Discovering Treasure*, New Open Highways, before the end of the year move into Systems, Level 16 of *Passports, Excursions, Discoveries*.

A Suggested Two-Week Program

It is suggested that the Cornerstone group should read with teacher direction every day. The New Open Highways group and the Systems group would read in the basal reader with teacher direction on alternate days.

Each group does independent work (Ind.) when not reading in the basal reader (Read).

The following two-week program is suggested, with a minimum of 60 minutes (one hour or two 30-minute periods) for reading every day.

1st Week

		Mon.	Tues.	Wed.	Thurs.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind.	Ind.	Ind.	Ind.	Ind.
	Corner-stones	Read	Read	Read	Read	Read
2nd 30 Min.	Systems	Ind.	Read	Ind.	Read	Ind.
	O.H.	Read	Ind.	Read	Ind.	Read
	Corner-stones	Ind.	Ind.	Ind.	Ind.	Ind.

2nd Week

		Mon.	Tues.	Wed.	Thurs.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind.	Ind.	Ind.	Ind.	Ind.
	Corner-stones	Read	Read	Read	Read	Read
2nd 30 Min.	Systems	Read	Ind.	Read	Ind.	Read
	O.H.	Ind.	Read	Ind.	Read	Ind.
	Corner-stones	Ind.	Ind.	Ind.	Ind.	Ind.

SCOPE AND SEQUENCE CHART - Grade 5
Cornerstone Readers and *Discovering Treasure* (New Open Highways)

	COMPREHENSION										STUDY SKILLS							
	Main Ideas	Details	Inference	Sequence	Directions	Critical Reaction	Predicting Outcome	Cause-Effect Relationship	Time-Place Relationship	Identify Literary Form	Glossary	Dictionary	Encyclopedia	Outlining	Skimming	Table of Contents	Diagram	Map
Crackerjack	X	X	X	X		X					X	X	X	X			X	X
Drumbeats	X	X	X	X		X	X				X	X					X	X
Discovering Treasure	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SCOPE AND SEQUENCE CHART - Grade 5
Cornerstone Readers and *Discovering Treasure* (New Open Highways

	WORD RECOGNITION										VOCABULARY								
	Visual Discrimination	Auditory Discrimination	Vowels	Consonants	Blends	Digraphs	Diphthongs	Silent Letter	Inflectional Endings	Syllabication	Synonyms	Antonyms	Homonyms	Compounds	Homographs	History	Prefixes	Suffixes	Roots
Crackerjack	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
Drumbeats		X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X
Discovering Treasure	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X

TESTING

The vocabulary and comprehension sections of the Iowa Tests of Basic Skills are administered to all pupils near the close of each school year. A score label for each pupil showing the results of these tests is furnished by Data Processing and should be affixed to his Pupil Record Sheet, S-10.

During the year you may wish to use informal assessment tests to determine pupils' progress.

> In Systems any page in the practice pad may be used to assess mastery of a particular skill. Pages to assess the individual needs of pupils can be found in the Studybook as follows: in *Passports* section, pages 2 through 4; in *Excursions* section, pages 2 through 4; in *Discoveries* section, pages 2 through 4.
>
> In New Open Highways pages 331-374 inclusive in the reference section of the teacher's manual may be used. In the practice pad both mid-term and section tests are included on the index page: mid-term tests on pages 218-220 inclusive, and section tests on pages 109, 166, 217, 261, 291.
>
> In the Cornerstone Readers the scoreboard exercises at the end of units 2, 4, 6, 8, and 10 may be used to evaluate the pupil's mastery of skills.

SUGGESTIONS FOR INDEPENDENT WORK

1. Studybook/Skillbook and Practice Pads

   These materials may require some explanation and introduction before the pupils work independently.

2. *Using Reference Aids*
3. Reader's Digest *New Reading Skill Builders*
4. Skill pages at the end of each story in Cornerstones
5. Exercise pages in the first section of the dictionary
6. Reading in other subject areas
7. Supplementary readers and literature books
8. Library books
9. Teacher-made materials
10. Other reading/study materials purchased by some schools

LITERATURE

OBJECTIVES:

The objective of the literature program is to provide meaningful and enjoyable reading experiences so that the pupil will

- recognize and respond to different types of literature.
- read and enjoy book-length stories.
- become familiar with selected classics.
- develop moral values and social growth through vicarious experiences.

MATERIALS for Grade 5:

Down Story Roads
Teacher's Manual, *Down Story Roads*
Enchanted Isles
Teacher's Manual, *Enchanted Isles*
Frontiers to Explore
Teacher's Manual, *Frontiers to Explore*

For Class Study:

Eichelberger, *Call Me Bronko*
White, *Charlotte's Web*
Shotwell, *Roosevelt Grady*

For Read Aloud:

Read-Aloud Anthology, for Systems Levels 16, 17, and 18
Huber, *Story and Verse for Children* (1 per school)
Grahame, *The Wind in the Willows* (1 per school)
Pyle, *Some Merry Adventures of Robin Hood* (1 per school)

In addition, the Systems *Passports, Excursions, Discoveries* and Open Highways *Discovering Treasure* present various forms and types of literature. One of the special features of *Language for Daily Use* is the series of book reviews which introduce choice literature. Each review encourages good reading and discussion about books and also shows pupils how to give a book review.

Directions for Marking Pupil Record Sheet (S-10)

Grade 5

A new Pupil Record Sheet (S-10) is provided for use with this revision of the Language Arts Curriculum for Grades 4-8. Spaces are provided for indicating the pupil's level of achievement in language arts at the close of the school year; for recording the place in the basal reader which the pupil has reached; for recording the pupil's achievement in the Vocabulary Project; for recording the results of the Inventory Survey Test; for indicating any special program in which the pupil is enrolled; for placing the print-out of scores on the ITBS given during the second semester.

Teacher judgment will of necessity play a large part in the marking of the Language section of the Pupil Record Sheet. However, the End-of-Year Test in *Language for Daily Use: Purple* may be used to reinforce teacher judgment in preparation for marking the Pupil Record Sheet.

The chart below indicates the parts of the End-of-Year Test that can be used to evaluate the major portions of the year's work. Pupils should score 80% on each subtest in order to receive a Satisfactory (S) mark or 70% to 79% to receive a Needs Improvement (N) mark. Any score below 70% on a subtest indicates Unsatisfactory (U) work. Pupils who receive N or U ratings will need additional help in these areas.

Sections of End-of-Year Tests suggested for pupil evaluation:

Sentence Structure - Part I - i, ii
Parts of Speech - Part II - iii, v, vi; Part III - i, ii
Usage - Part II - iv; Part III - iii, iv
Capitalization - Part I - iii, v
Punctuation - Part I - iii, v
Spelling - Part II - ii

In marking spelling, oral and written composition, and handwriting the pupil's achievement over the entire year should be considered. Use S, N, or U to indicate the level of competency in the pupil's spelling, composition, or handwriting.

The Vocabulary Score should indicate the last set used and the score on the mastery test for that set.

In the column marked Reading Achievement indicate the level in Reading Systems and the page number which the pupil has reached, or the page reached in the Open Highways or in the Cornerstone Readers. If a pupil transfers during the year, the page number of the basal should be indicated in pencil. Also indicate any special programs in which the pupil is enrolled (RIT, RR, etc. ...).

Record the Inventory Survey scores in the space provided for them. This test is valuable for diagnosing pupil's strengths and weaknesses before beginning reading instruction very early in September.

Place the print-out of ITBS scores in space indicated.

GOAL

The goal of the sixth grade language program is to provide the pupils with the necessary skills in speaking and writing to communicate effectively. These skills will provide a basis for further improvement at succeeding levels.

OBJECTIVES

The pupil will maintain skills learned in previous levels and

Extend these skills.

Think critically and organize ideas effectively.

Express ideas clearly, forcefully, and correctly, both orally and in writing.

Express thoughts appropriately, vividly, and precisely through an expanding vocabulary.

Share experiences and original thoughts with others.

Develop the ability to listen carefully and purposefully.

Use language in social situations with ease, courtesy, and effectiveness.

Identify word forms and sentence parts as a basis for understanding how our language works.

Employ correct grammar and usage in all subject areas.

Appreciate good prose and poetry.

Use study skills effectively in finding information on a topic, taking notes, developing an outline, using the library, and writing a report.

Demonstrate an understanding of how our language developed.

Demonstrate the ability to apply the above objectives to all written and oral language.

LANGUAGE, Grade 6

MATERIALS:

Pupil's text, *Language for Daily Use: Brown* (level 6)	L
Teacher's edition, *Language for Daily Use: Brown*	LTE
Teacher's edition, *Workbook, Language for Daily Use: Brown*	WLTE
Pupil's text, *Spell Correctly*, level 6	S
Teacher's edition, *Spell Correctly*, level 6	
Teacher's edition, *Gaining Momentum* (handwriting)	
Pupil's text, *Thorndike-Barnhart Intermediate Dictionary*	D
In Other Words...A Junior Thesaurus, Book II	IOW
Vocabulary Development Project for Grade 6	VP
Shape and Stature I	
Shape and Stature I, Words	
Teacher's Handbook, *Shape and Stature I*	
Shape and Stature II	
Shape and Stature II, Words	
Teacher's Handbook, *Shape and Stature II*	
Cornerstone Reader: *Elbowroom*	CE
Pupil's text, Open Highways, *Exploring Afar*	OH
Teacher's edition, Open Highways, *Exploring Afar*	OHTE
Pupil's text containing Systems Level 19 *Voices*,	SL19
Level 20 *Endeavors*, and	SL20
Level 21 *Triumphs*	SL21
Teacher's Manual for Systems Levels 19, 20, 21	SLTM 19, 20, 21
Systems Levels 19, 20, 21 *Read Aloud Anthology*	SLRA

TO THE TEACHER: The titles listed above represent the basic language texts and correlated materials. In the outline of language skills on the following pages, these books are referred to by the symbols shown above at the right to direct your attention to correlated materials. For specific page numbers refer to indexes in teacher's manuals.

Special features of the pupil's text, *Language for Daily Use: Brown*

A series of book reviews entitled "A Book to Read" to stimulate interest.
Short passages entitled "To Memorize."
Selections entitled "How Our Language Grew" dealing with origin of words.
Sections entitled "Sounds and Spelling" dealing with origins of letters.
Series of creative writing selections listed under heading "Composition."
Check tests spaced throughout the book enabling the teacher to test skills previously taught.
Sections entitled "Going Ahead" for the more able students.
Review practice sections.
Tests entitled "Tryout Time" at the end of each chapter.
Exercises entitled "If You Need More Practice."
Additional tests entitled "Making Sure" for each chapter, pp.367-394.
Review Handbook for reference.
Teaching pages indicated in heavy black type in index.

Special features of the teacher's edition, *Language for Daily Use: Brown*

Each page of the teacher's edition contains the pupil's page in reduced size on which answers to exercises and tests are annotated in a second color.

In the margins opposite the pupil's page are teaching helps as follows:
Purpose of the lesson.
Suggested procedure for presenting the material.
Additional exercises for strengthening the concepts taught.
Extension work for the more able pupil.

Located in the front of the teacher's book are:
A general outline of materials presented in the series (T1-T5).
A more detailed discussion of the 6th grade level (T6-T11).
Additional chapter tests with answers (T15-T35).

The language program has been divided into three main areas of study: History and Origin of Our Language, Oral Language, and Written Language.

HISTORY AND ORIGIN OF OUR LANGUAGE

The study of the origins and history of our language develops an understanding of and an appreciation for English as a living, growing, and changing means of communication. Some words and letters have become part of our language from many varied sources. The emphasis in Grade 6 is on the following:

Latin and Greek derivations	VP
Other countries and languages	Refer to audiovisual listing
Combination of words	in this guide.
Travel and commerce	

ORAL LANGUAGE

Oral language involves both speaking and listening. To communicate effectively it is necessary for the pupil to develop the ability to listen purposefully and to express thoughts clearly. Oral language is part of the total curriculum and should not be taught in isolation. The skills listed below are a guide for helping the pupil to become an effective speaker and a good listener.

Content	Suggestions
Speaking	
Use words and sentences correctly	Oral reports
Pronounce words correctly	Round table discussions
Enunciate words clearly	Dramatizing tales, fable, legends, and myths
Vary pitch and volume to convey meaning	Book chats
Communicate ideas courteously	Choral speaking SL19, SL20, SL21 Refer to audiovisual listing in this guide, p.
Listening	
Listening attentively and courteously	Spelling dictation Following directions
Listening for the sequence of items or events	SLRA VP
Listening for interesting or informative points of a talk	SL19, SL20, SL21
Listening for correct grammar and usage	
Listening for enjoyment	SLRA
Listening for patterns of rhyme and rhythm in poetry	

Evaluation of Oral Language

The pupil's oral language achievement is frequently shown within the framework of classroom activities when he answers questions, participates in discussions, and expresses ideas. Both formal and informal participation should indicate increasing ability to use the criteria established in this guide and in the textbook.

WRITTEN LANGUAGE

Written language involves both creative and practical writing. To develop both types it is necessary for pupils to learn to express themselves clearly, using acceptable standards of grammar and usage. A knowledge of the tools or elements is the first step in developing desirable written work.

Content	Suggestions
The Elements of Writing	
The Word	
Forming new words	L
Root	S; CE; OH; SL19, SL21
Prefix	S; CE; OH; SL19, SL21
Suffix	S; CE; OH; SL19, SL21
Compound	S; SL19, SL20, SL21
Using new words	L; VP; D
Antonyms	IOW; CE; SL20
Homonyms	S; CE; SL19, SL20
Synonyms	CE; SL20; D
The Sentence	L
Learning sentence patterns	Refer to audiovisual listing in this guide.
Using four kinds of sentences	
Declarative	
Interrogative	
Imperative	
Exclamatory	
Predicate and subject (compound)	
The Paragraph	L
Writing the topic sentence	Refer to audiovisual listing in this guide, p. Write paragraphs frequently for class analysis. SLTM19, 20, 21
Keeping to the topic	
Developing paragraph unity	
Writing descriptive paragraphs	
Types of Writing	
Practical	
Letters	L
Friendly letters	Pen pals
Business letters	
Notes of appreciation	
Invitations	To school functions
Envelopes	

Written Language, Grade 6

Content	Suggestions
Reports	L
Choosing a subject and title	Correlate with social studies
Outlining	
Gathering and organizing information	
Obtaining and using direct and indirect quotations	
Conclusion (summary)	
Creative	L
Stories (myths, fables, legends, fiction)	SL19, 20, 21
Poems (limericks, couplets)	S; OH; SL19, SL20
Conversation	
Book opinions	L; SL19
Narration	
Description	
Skills	
Grammar and Usage	L
Studying sentence structure	Refer to audiovisual listing in this guide, p.
sentence parts	
word order	
complete thought	
Understanding parts of speech and their correct use	L, refer to page 404, usage
Nouns	
common and proper	
singular and plural	
possessive	
Verbs	
being	
action	
main and helping	
irregular	
agreement	
tense	
Adjectives	
Adverbs	
Pronouns	
as subjects	
after verbs of being	
as objects	
possessive	
singular and plural	

Content	Suggestions
Prepositions	
Conjunctions	
Interjections	
Using the right word	L, refer to index p.404, Usage
Mechanics	
Punctuation	Refer to audiovisual listing in this guide, p.
Period	Refer to Handbook
Question mark	SL19, 20
Exclamation point	SL20
Comma	SL20
Apostrophe	S; SL20
Quotation marks	SL20, SL21
Colon	SL20
Hyphen	SL19
Capitalization	Refer to Handbook
Spelling	S Refer to objectives and suggestions in complete Spelling in the Middle Grades in this guide.
Dictionary	D Refer to Middle Grade Dictionary in this guide
Handwriting	Handwriting instruction should be part of the regular teacher-directed lessons in spelling and language. Refer to Handwriting in the Middle Grades Section in this guide.
Developing study skills	Refer to audiovisual listing in this guide, p.
Use of dictionary	CE; OH; SL19, 20, 21: D
Use of encyclopedia	CE; OH; SL19, 21
Developing an outline	CE; OH; SL19, 20, 21
Taking notes	OH
Use of card catalog	OH; SL19, 20, 21
Proofreading and revising	
Written assignments	Encourage pupils to proofread everything they write every day.
Compositions	
Spelling	

Evaluation of Written Language

The pupil's competence in using language skills taught at this and earlier levels should be evaluated periodically by the teacher's observation of all written work. Evaluation should include sentence structure, grammar, mechanics, spelling, and handwriting. Samples should be placed in the pupil's file periodically to note progress.

In addition there are objective tests in the pupil's text *Language for Daily Use* as well as in the teacher's edition. The end-of-year tests in the front of the teacher's edition may be used to reinforce teacher judgment in marking the Language section of the Pupil Record Sheet (S-10)

NOTES:

SPELLING IN THE MIDDLE GRADES

The goal of the middle grade spelling program is to develop skills designed to build permanent spelling power. This enables the child to transfer his thoughts into words with ease.

The pupils should be taught the process of learning to spell by a spirally-applied, multi-sensory approach since no one method (aural, oral, or kinesthetic) has been proven superior. Pupils' needs must be met at their performance levels.

OBJECTIVES:

The pupil will maintain skills learned in previous levels and

- demonstrate understanding of sound-letter relationships.
- recognize and use the most common spelling patterns as a result of many experiences.
- identify syllables and their stress (if present).
- build words using affixes and inflections.
- master commonly used irregular spellings.
- distinguish between homonyms and use them correctly in context.
- relate homographs to their pronunciations and meanings in context.
- learn common abbreviations.
- demonstrate ability to proofread for spelling errors.

The same skills obtain at all middle grade levels and are to be applied to spelling materials at the level appropriate to the pupil.

MATERIALS for Grade 6:

Pupil's text, *Spell Correctly*, level 6
Teacher's edition, *Spell Correctly*, level 6

TO THE TEACHER:

The successful utilization of this spelling program begins with the careful pre-examination of the guide for teachers. The teacher's edition of the text, introductory and explanatory matter (pages 2T through 64T), contains the following features:

- Unit Organization, 4T
- Introducing *Spell Correctly*, 5T - 10T
- Provision for Individual Differences, 10T
- Spelling Games and Activities, 11T - 16T
  - Materials and games require teacher preparation prior to introduction in unit.
- Teacher Notes and Tests, 17T - 61T
  - This section outlines teaching suggestions for each unit.
- The Word List, 62T - 64T

Notice also Handwriting Models, p.139, and Glossary of Spelling Terms, p.140.

HANDWRITING IN THE MIDDLE GRADES

The goal in handwriting in the middle grades is to achieve legibility by refining, reinforcing, and reemphasizing cursive and manuscript styles.

OBJECTIVES:

The pupil, given experiences in writing, will

form each letter correctly.
form letters the appropriate size.
space letters, words, and sentences uniformly for legibility.
use proper beginning, connecting, and ending strokes.
slant uniformly to the right.
demonstrate proper position of body, hand, arm, and paper.
evaluate critically his handwriting against a model.

MATERIALS for Grade 6:

Teacher's Edition, *Gaining Momentum*, Grade 6

Color perception strips - cursive

It is suggested that teachers utilize suggested procedures in the teacher's edition of the handwriting book and the color perception strips in planning for systematic improvement in pupils' handwriting. The teacher's edition provides

procedures for directing basic strokes and correct formation.
practice and reinforcement when necessary.
sentences and paragraphs for pupils to write.

Color perception strips furnish an ever-present model for correct formation. Legibility should be stressed in all written experiences.

Pupils' books for handwriting are not included in the program since *Spell Correctly* provides activities which correlate with the letter formations and models of the handwriting program, as follows:

Handwriting activities, which may be individual or group, in each spelling lesson.

Handwriting models at the end of the book, including grouping by letter formation for lower case.

Word lists in cursive writing.

Systematic self-evaluation of handwriting at the Check Point (first test).

Teacher evaluation of handwriting at Progress Check (final test).

Evaluation of pupil's individual handwriting progress is included in evaluation of written language.

MIDDLE GRADE DICTIONARY

The goal of dictionary study in the middle grades is to systematically develop skills so that pupils make the dictionary a life-long reference tool.

OBJECTIVES:

The pupil, given systematic experiences in using the dictionary,

1. recognizes the alphabetical sequence of letters both forward and backward.
2. identifies an entry word.
3. utilizes guide words to locate entry words.
4. recognizes the beginning sound of a word and the sequence of sounds that follow the initial sound.
5. associates sounds and letters in order to select the most probable letter or variant letters under which to search for a word.
6. employs the pronunciation key to pronounce unfamiliar words.
7. determines and selects the correct definition of a word as used in context.
8. identifies parts of speech.
9. acquires knowledge of and skill in the use of synonyms and antonyms.
10. utilizes illustrative sentences and diagrammatical aids accompanying entry words to acquire meaning.
11. distinguishes between homographs.
12. identifies the function of affixes.
13. knows what an idiom is.
14. uses precise and descriptive words to foster precise thinking.
15. develops the habit of referring to the dictionary as a means of decreasing spelling errors.

The use of the thesaurus now available in the classroom will strengthen and reinforce the dictionary objectives 9 and 14.

MATERIALS for Grade 6:

Pupil's text, Grade 6, *Thorndike-Barnhart Intermediate Dictionary*

In Other Words ... A Junior Thesaurus, Book II

PHILOSOPHY FOR READING

IN THE MIDDLE GRADES

It is the responsibility of the schools to provide a planned program in reading which will give each child an opportunity to learn to read, listen, and speak so that he will ultimately be able to organize and communicate his thoughts clearly and to receive the thoughts of others. The school has the responsibility also to preserve our heritage of literature by acquainting the child with many kinds of literature and by giving him the means to enjoy and appreciate literature in many forms.

... adapted from
Curriculum Guide, Levels in English, 1968

READING OBJECTIVES IN THE MIDDLE GRADES

Emphasis in reading in the middle grades should be placed on functional and recreational reading. Furthermore, developmental processes mastered at the primary level should be strengthened and applied to reading in all subject areas.

NOTE: *The same skills obtain at all levels and are to be applied to reading materials at the level appropriate to the pupil.*

Reading is taught so that the pupil will be able to

use the tools involved in word recognition and word meaning (phonics, structural analysis, context clues).

enlarge his personal vocabulary through reading experiences and planned vocabulary development activities.

follow sequence of events.

follow written directions.

note and recall detail.

summarize main ideas of varied reading material.

draw conclusions, make judgments, and predict outcomes.

identify points of view.

identify attitudes of story characters.

recognize author's purpose.

locate specific information.

use the dictionary for word meanings, spelling, pronunciation, syllabication, parts of speech, and synonyms.

use library resources effectively.

use an encyclopedia, atlas, and almanac to locate information.

interpret charts, graphs, maps, and illustrations as sources of information.

As the pupil acquires the skills listed above, he will become able to

read effectively in all subject areas.

read for pleasure.

READING OBJECTIVES	4th	5th	6th
Word Attack Skills			
1. Using phonetic analysis of word	X	X	X
2. Using structural analysis of word	X	X	X
3. Using contextual clues	X	X	X
Comprehension Skills			
1. Following written or oral directions	X	X	X
2. Reading for detail and the main idea	X	X	X
3. Drawing conclusions, inferences, and making judgments	X	X	X
4. Following sequences	X	X	X
5. Using the context to get meaning	X	X	X
6. Making generalizations	X	X	X
7. Using grammatical structure and punctuation marks to get meaning	X	X	X
8. Relating reading to one's experiences	X	X	X
9. Note and recall details	X	X	X
Study Skills			
1. Making an outline		X	X
2. Determining paragraph topics		X	X
3. Ways of reading for different purposes	X	X	X
4. Read effectively in all subject areas	X	X	X
Reference Skills			
1. Using a dictionary and glossary	X	X	X
2. Using a table of contents and an index	X	X	X
3. Using the encyclopedia	X	X	X
4. Using a card catalog		X	X
5. Using maps, tables, and graphs	X	X	X
6. Using atlas and world almanac		X	X
Literary Skills			
1. Recognizing the different types of literature			
a. Distinguishing between fantasy and realism	X	X	X
b. Distinguishing between fiction and nonfiction	X	X	X
c. Distinguishing between biography and autobiography	X	X	X
d. Recognizing the different types of poetry		X	X
e. Recognizing fables, myths, fairy tales, and folk tales	X	X	X
2. Using critical thinking		X	X
3. Recognizing story structure	X	X	X
4. Recognizing author's point of view	X	X	X
5. Reading for enjoyment	X	X	X

MATERIALS:

Reading Systems - Core Components

Pupil's text containing Level 19 *Voices*
Level 20 *Endeavors*
Level 21 *Triumphs*
Pupil's Studybook containing Levels 19, 20, and 21
Independent Practice Pad for each of Levels 19, 20, and 21
Teacher's Manual for Levels 19, 20, and 21
Teacher's Annotated Edition, Levels 19, 20, and 21
Teacher's Annotated Studybook for Levels 19, 20, and 21
Read Aloud Anthology for Levels 19, 20, and 21

New Open Highways Series

Pupil's text, *Exploring Afar*
Pupil's Skillbook, *Exploring Afar*
Individual Practice Pad for *Exploring Afar*
Teacher's edition, *Exploring Afar*
Teacher's edition, Skillbook, *Exploring Afar*

Cornerstone Readers

Pupil's text, *Elbowroom*, Reading Level 4
Teacher's edition, *Elbowroom*

Reading Critically

Pupil's text, *Reading Critically*
Teacher's edition, *Reading Critically*

Reader's Digest New Reading Skill Builders

New Reading Skill Builder, Book 3, Part 2
Teacher's edition, *New Reading Skill Builder*, Book 3, Part 2
New Reading Skill Builder, Book 4, Part 1
Teacher's edition, *New Reading Skill Builder*, Book 4, Part 1

Listed above are the essential materials for the reading skills program for Grade 6. Some guidelines for the organization of the class and for the utilization of these materials are given on the following pages.

Language for Daily Use includes lessons on some study skills and reference skills. Refer to the language section of this guide for suggestions on correlation of the above reading materials with *Language for Daily Use*, Dictionary, and Thesaurus.

TEACHER MATERIALS

In the Systems program, both a Teacher's Manual and a Teacher's Annotated Edition are provided. The manual is a guide for planning a lesson and for follow-up activities. Pages 14-15 explain in detail the core components, pages 12-13 the chart of skills for levels 1-21. It is recommended that teachers consult the directions provided in the manual for a total sequence prior to teaching the sequence. The Teacher's Annotated Edition is particularly helpful as the teacher works with the pupils during the reading and discussion of a selection.

The *Read Aloud Anthology* is an integral part of the program. The use of the *Read Aloud Anthology* is written into the manual for Systems. Its correlation with *Exploring Afar* is explained on special sheets to be attached to the inside cover of the Teacher's Edition of *Exploring Afar*.

In the New Open Highways, the teacher's edition provides complete instructions for preparing and teaching the lesson.

In the Cornerstone Readers, the teacher's edition provides instructions for preparing and teaching the lesson.

For *Reading Critically* a teacher's edition is provided.

For Reader's Digest *New Reading Skill Builders* a teacher's edition is provided.

PUPIL MATERIALS

Basal Readers and Studybooks

For the most effective use of these materials, it is suggested that basal readers and studybooks be used only in the classroom. These materials are nonconsumable.

Independent Practice Pad / Individual Practice Pad

Independent practice pads are furnished for both Systems and New Open Highways in lieu of duplicating masters. The content is the same. If a pupil transfers or leaves the system, any consumable material he has been using is kept in the school and used by another pupil.

Reading Critically

This studybook is divided into sections dealing with specific skills within the general skills area, reading critically. It is provided for independent work by those reading in the Systems program or in the New Open Highways. This studybook is nonconsumable.

New Reading Skill Builders

This combined reader and skill book is intended to be used as independent work by those reading in the Cornerstone program. It is nonconsumable.

GROUPING

The average of the vocabulary and comprehension reading scores (V/R Av) from the Iowa Tests of Basic Skills printout of the previous year should be used in grouping pupils.

A pupil who scored below 4.5 will begin reading in the Cornerstone Readers.

A pupil who scored 4.5 to 5.5 inclusive will read in *Exploring Afar*, New Open Highways.

A pupil who scored 5.6 and above will read in *Voices, Endeavors, Triumphs*, Reading Systems.

A pupil with no test score should be tried temporarily in *Exploring Afar*, New Open Highways, until the teacher has had opportunity to assess his ability.

If every pupil in a room is reading in the same book, it is suggested that the pupils still be grouped according to their needs and abilities.

PROGRESSION

Pupils who are assigned to read in the Cornerstone Readers will begin reading in *Elbowroom*. A suggested plan for making the transition to *Exploring Afar*, New Open Highways, follows:

Title	Suggested Time Allotment
Elbowroom	8 weeks
Exploring Afar, New Open Highways	28 weeks

It is desirable for pupils to complete at least Sections 1 through 4 in *Exploring Afar*, New Open Highways, in order to be introduced to those skills necessary for progressing to the Grade 7 reading program. Sections 5 and 6 are a review of skills introduced at earlier levels.

Pupils who complete *Exploring Afar*, New Open Highways, before the end of the year move into Systems, Level 19 of *Voices, Endeavors, Triumphs*.

A Suggested Two-Week Program

It is suggested that the Cornerstone group should read with teacher direction every day. The New Open Highways group and the Systems group would read in the basal reader with teacher direction on alternate days.

Each group does independent work (Ind.) when not reading in the basal reader (Read).

The following two-week program is suggested, with a minimum of 60 minutes (one hour or two 30-minute periods) for reading every day.

1st Week

		Mon.	Tues.	Wed.	Thur.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind	Ind.	Ind.	Ind.	Ind.
	Cornerstones	Read	Read	Read	Read	Read

2nd 30 Min.	Systems	Ind.	Read	Ind.	Read	Ind.
	O.H.	Read	Ind.	Read	Ind.	Read
	Cornerstones	Ind.	Ind.	Ind.	Ind.	Ind.

2nd Week

		Mon.	Tues.	Wed.	Thurs.	Fri.
1st 30 Min.	Systems	Ind.	Ind.	Ind.	Ind.	Ind.
	O.H.	Ind.	Ind.	Ind.	Ind.	Ind.
	Cornerstones	Read	Read	Read	Read	Read

2nd 30 Min.	Systems	Read	Ind.	Read	Ind.	Read
	O.H.	Ind.	Read	Ind.	Read	Ind.
	Cornerstones	Ind.	Ind.	Ind.	Ind.	Ind.

SCOPE AND SEQUENCE CHART - Grade 6
Cornerstone Reader and *Exploring Afar* (New Open Highways)

	COMPREHENSION										STUDY SKILLS								
	Main Idea	Details	Inference	Sequence	Directions	Critical Reaction	Predicting Outcome	Cause-Effect Relationship	Time-Place Relationship	Literary Form	Glossary	Dictionary	Encyclopedia	Skimming	Table of Contents	Diagrams	Maps	Card Catalog	Graphs
ELBOWROOM	X	X		X		X					X	X	X				X	X	X
EXPLORING AFAR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SCOPE AND SEQUENCE CHART - Grade 6
Cornerstone Reader and *Exploring Afar* (New Open Highways)

	WORD RECOGNITION										VOCABULARY							
	Visual Discrimination	Auditory Discrimination	Consonants	Blends	Vowels	Digraphs	Diphthongs	Silent Letters	Inflectional Endings	Syllabication	Synonyms	Antonyms	Homonyms	Compounds	Homographs	Prefixes	Suffixes	Roots
ELBOWROOM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EXPLORING AFAR		X	X	X	X	X	X		X	X						X	X	X

TESTING

The vocabulary and comprehension sections of the Iowa Tests of Basic Skills are administered to all pupils near the close of each school year. A score label for each pupil showing the results of these tests is furnished by Data Processing and should be affixed to his Pupil Record Sheet, S-10.

During the year you may wish to use informal assessment tests to determine pupils' progress.

> In Systems any page in the practice pad may be used to assess mastery of a particular skill. Pages to assess the individual needs of pupils can be found in the Studybook as follows: in *Voices* section, pages 2 through 5; in *Endeavors* section, pages 2 through 4; in *Triumphs* section, pages 2 through 5.
>
> In New Open Highways pages 355-400 inclusive in the reference section of the teacher's manual may be used. In the practice pad both mid-term and section tests are included on the index page: mid-term tests on pages 43-49 inclusive, and section tests on pages 16, 17, 30, 31, 41, 42, 57, 58, 70, 71, 75, 76.
>
> In the Cornerstone Readers the scoreboard exercises at the end of units 2, 4, 6, 8, and 10 may be used to evaluate the pupil's mastery of skills.

SUGGESTIONS FOR INDEPENDENT WORK

1. Studybook/Skillbook and Practice Pads

   These materials may require some explanation and introduction before the pupils work independently.

2. *Reading Critically*
3. Reader's Digest *New Reading Skill Builders*
4. Skill pages at the end of each story in Cornerstones
5. Exercise pages in the first section of the dictionary
6. Reading in other subject areas
7. Supplementary readers and literature books
8. Library books
9. Teacher-made materials
10. Other reading/study materials purchased by some schools

LITERATURE

OBJECTIVES:

The objective of the literature program is to provide meaningful and enjoyable reading experiences so that the pupil will

. recognize and respond to different types of literature.

. read and enjoy book-length stories.

. become familiar with selected classics.

. develop moral values and social growth through vicarious experiences.

MATERIALS for Grade 6:

Adventure Lands
Teacher's Edition, *Adventure Lands*
Widening Horizons
Teacher's Edition, *Widening Horizons*
Along Story Trails
Teacher's Manual, *Along Story Trails*

For Class Study:

Day, *Landslide!*
Sewell, *Black Beauty*

For Read Aloud:

Read Aloud Anthology, for Systems Levels 19, 20, and 21
Huber, *Story and Verse for Children* (1 per school)
Golden Tales from the Arabian Nights (1 per school)
Barrie, *Peter Pan* (1 per school)
Sellew, *Adventures with the Giants* (1 per school)
Sellew, *Adventures with the Gods* (1 per school)

In addition, the Systems *Voices, Endeavors, Triumphs* and Open Highways *Exploring Afar* present various forms and types of literature. One of the special features of *Language for Daily Use* is the series of book reviews which introduce choice literature. Each review encourages good reading and discussion about books and also shows pupils how to give a book review.

Directions for Marking Pupil Record Sheet (S-10)

Grade 6

A new Pupil Record Sheet (S-10) is provided for use with this revision of the Language Arts Curriculum for Grades 4-8. Spaces are provided for indicating the pupil's level of achievement in language arts at the close of the school year; for recording the place in the basal reader which the pupil has reached; for recording the pupil's achievement in the Vocabulary Project; for recording the results of the Inventory Survey Test; for indicating any special program in which the pupil is enrolled; for placing the print-out of scores on the ITBS given during the second semester.

Teacher judgment will of necessity play a large part in the marking of the Language section of the Pupil Record Sheet. However, the End-of-Year Test in *Language for Daily Use: Brown* may be used to reinforce teacher judgment in preparation for marking the Pupil Record Sheet.

The chart below indicates the parts of the End-of-Year Test that can be used to evaluate the major portions of the year's work. Pupils should score 80% on each subtest in order to receive a Satisfactory (S) mark or 70% to 79% to receive a Needs Improvement (N) mark. Any score below 70% on a subtest indicates Unsatisfactory (U) work. Pupils who receive N or U ratings will need additional help in these areas.

Sections of End-of-Year Tests suggested for pupil evaluation:

Sentence Structure - Part I - i; Part II - i
Parts of Speech - Part II - i, ii, x
Usage - Part I - ii, iii, iv, v, vi; Part II - v-2, ix
Capitalization - Part I - viii; Part II - iii, vi, viii
Punctuation - Part I - viii; Part II - iii, vii, viii
Spelling - Part II - iv, v

In marking spelling, oral and written composition, and handwriting the pupil's achievement over the entire year should be considered. Use S, N, or U to indicate the level of competency in the pupil's spelling, composition, or handwriting.

The Vocabulary Score should indicate the last set used and the score on the mastery test for that set.

In the column marked Reading Achievement indicate the level in Reading Systems and the page number which the pupil has reached, or the page reached in the Open Highways or in the Cornerstone Readers. If a pupil transfers during the year, the page number of the basal should be indicated in pencil. Also indicate any special programs in which the pupil is enrolled (RIT, RR, etc. ...).

Record the Inventory Survey scores in the space provided for them. This test is valuable for diagnosing pupil's strengths and weaknesses before beginning reading instruction very early in September.

Place the print-out of ITBS scores in space indicated.

AUDIOVISUAL MATERIALS FOR GRADES 4-6

HISTORY AND ORIGIN OF OUR LANGUAGE

FILMS

Cat. No.	Title
173-111	*Discovering Language: How English Changed In America*
173-112	*Discovering Language: How English Borrowed Words*
273-117	*Discovering Language: How Words Are Made*
173-113	*Discovering Language: Varieties of English*
173-114	*Discovering Language: How Words Get New Meanings*
272-156	*English Language: Its Spelling Patterns* (Revised)
273-120	*Discovering Language: The Alphabet Story*

SOUND FILMSTRIPS (with cassette)

770-705	*American Language - Or When The King's English Came To America*
770-706	*How Is It That An Englishman Speaks English*
770-707	*Language And Its Mysteries*
770-708	*Languages Are Born - Sometimes They Die*
770-709	*What Age Has Done To English*

ORAL AND WRITTEN EXPRESSION

FILMS

162-123	*Let's Write A Story*
169-153	*People*
170-122	*River: Where Do You Come From*
264-111	*Rainshower*
267-121	*Poems We Write*
268-129	*Serendipity I: Find Something Real To Write*
271-121	*Hiroko Ikoko*
271-132	*Drop of Water*
271-131	*African Odyssey: The Red Bicycle*
171-118	*Where Should A Squirrel Live*
273-116	*One Kitten For Kim*
356-114	*Red Balloon*

FILMSTRIPS

667-102	*Mysterious Pueblo - Kim's Bubble Bath*
667-103	*Adrift In The Swamp - Lee Meets The Hawks*
667-104	*Haunted House - Bob's Problem At Camp*
667-105	*Ramesh of Calcutta - A Choice About Cheating*
	STEPS IN BUILDING A PARAGRAPH SERIES
665-171	*Steps 1-3*
665-172	*Steps 4-5*
665-173	*Steps 6-7*
665-174	*Steps 8-9*

GRAMMAR AND USAGE

FILMSTRIPS

663-170	*Adjectives*
663-172	*Adverbs*
663-179	*Apostrophe, the colon and italics*
657-181	*Building good sentences*
663-176	*Capital letters*
663-178	*Comma - other uses*
663-177	*Comma in a friendly letter*
663-175	*End punctuation*
657-185	*Making oral and written reports*
663-167	*Nouns*
663-168	*Nouns; plural and possessive*
657-183	*Possessives, contractions and abbreviations*
663-173	*Prepositions, conjunctions, interjections*
663-169	*Pronouns*
663-180	*Punctuating direct quotations*
657-184	*Using capital letters and punctuation*
657-182	*Using plurals correctly*
663-171	*Verbs*

SOUND FILMSTRIPS (with cassette)

773-701	*What Is A Sentence* *Subjects and Predicates*
773-702	*What Is A Noun* *What Is A Verb*
773-703	*Adjectives and Adverbs* *Subject and Predicate Agreement*

STUDY SKILLS

FILMS

162-110	*Know Your Library*
266-115	*Library - A place for discovery*
264-117	*Improving Study Habits*

FILMSTRIP

662-154	*Summarizing*

SOUND FILMSTRIPS

773-430	*How To Use Dictionaries* *How To Use Atlases and Almanacs*
773-431	*How To Use Encyclopedias* *How To Use The Card Catalog*

Additional materials and further correlation of other subject areas may be found in audiovisual catalog and supplements.

LANGUAGE, Grade 7

GOAL

The goal of the language program in grade seven is to reinforce the previously learned skills and to extend this knowledge as preparation for continuing growth.

OBJECTIVES

The pupil will maintain skills learned in previous levels and

Extend these skills.

Discover the historic background and dynamic qualities of our language.

Organize ideas effectively and express them clearly, forcefully, and correctly, both orally and in writing.

Use language in social situations with ease and courtesy.

Develop the ability to listen carefully and to think critically.

Participate, both orally and in writing, in creative experiences.

Identify and use effectively word forms and sentence parts.

Employ correct grammar and usage in all subject areas.

Clarify and extend ideas through reading and discussion.

Recognize good prose and poetry and develop a critical judgment of literature.

Use effectively such study skills as reading, taking notes, using reference materials, and outlining.

Demonstrate the ability to relate the above objectives to other subject areas.

LANGUAGE, Grade 7

MATERIALS:

Pupil's text, *Language for Daily Use: Silver* (level 7)	L
Teacher's edition, *Language for Daily Use: Silver*	LTE
Pupil's text, *Spell Correctly*, grade 7	S
Teacher's workbook edition, *Spell Correctly*, grade 7	STE
Rendezvous Recorder, handwriting (nonconsumable)	H
Teacher's edition, *Rendezvous and Mission Accomplished*	
Macmillan Dictionary	D
Adventures for Readers, Book I	AR
Teacher's manual, *Adventures for Readers I*	ARTM
Designs for Reading I	DRI
Teacher's Handbook, *Designs for Reading I*	DRIT
Tactics in Reading/A	TR
Guidebook for *Tactics in Reading/A*	TRG
Action Stories of Yesterday and Today	AS
Stories To Enjoy	SE
Poems To Enjoy	PE

TO THE TEACHER: The titles listed above represent the basic language texts and correlated materials. In the outline of language skills on the following pages, these books are referred to by the symbols shown above at the right to direct your attention to correlated materials. For specific page numbers refer to indexes in teacher's manuals.

Special features of the pupil's text, *Language for Daily Use: Silver*

A series of book reviews to stimulate interest in worthwhile books.
Short passages to memorize spaced throughout.
"Check Tests" to measure retention of previously learned skills.
Sections entitled "Going Ahead" provide additional work for the more able pupil.
"Master Tests" at the end of each chapter.
Additional practice exercises entitled "Review and Practice" follow the mastery tests.
Additional tests for each chapter under the heading "Making Sure", pp.460-488.
Teaching pages indicated in heavy black type in the index.
A review handbook of usage for study and reference, pp.405-458.

Special features of the teacher's addition, *Language for Daily Use: Silver*

Each page of the teacher's edition contains the pupil's page in reduced size on which answers to exercises and tests are annotated in a second color.

In the margin opposite the pupil's page are teaching helps as follows:
  Purpose of the lesson.
  Suggested procedures for presenting material.
  Additional exercises for strengthening concepts taught.
  Extension work for the more able student.

In the front of the teacher's book are:
  A general outline of the materials presented in the series.
  A more detailed discussion of the materials introduced at the seventh grade level.
  Suggestions for planning and evaluating writing experiences for the adolescent pupil.
  Additional mastery tests with answers for each chapter.

The language program has been divided into three main areas: History and Origin of Our Language, Oral Language, and Written Language.

HISTORY AND ORIGIN OF OUR LANGUAGE

The study of the changes in our language reflects the many theories of origin of language and that have served to produce the tool of communication we use today.

Content	Suggestions
Theories of origin of language	
Invitation of natural sounds	
Instinctive responses	
Origins and influences	S, p.iv-1; ARTM, pp.266-276
Indo-European family of languages	
French	ARTM, p.296
Latin	
German	
American Indian	
Arabic	

ORAL LANGUAGE

Oral language involves both speaking and listening. It is part of the total curriculum and should not be taught in isolation. The skills and activities are a guide for helping the pupil to become an effective speaker and a good listener.

Speaking

Use words and sentences correctly	Conversation
Articulate clearly	Give a talk
Pronounce words correctly	Make introductions
Vary pitch and volume to convey meaning	Tell a story
Express ideas clearly and effectively	

Listening

Listen for facts
Listen for explanations and directions
Listen for enjoyment
Listen attentively and courteously

Evaluation of Oral Language

The pupil's oral language achievement is frequently shown within the framework of classroom activities when he answers questions, participates in discussions, and expresses ideas. Both prepared talks and informal participation indicate the pupil's ability to perform acceptably at his level.

WRITTEN LANGUAGE

Written language involves both creative and practical writing. To develop both types it is necessary for pupils to learn to express themselves clearly, using acceptable standards of grammar and usage. A knowledge of the tools or elements is the first step in developing written work.

Content	Suggestions
The Elements of Writing	
Words	
Learn how words are built	S Units 13-17
Roots	DRIT, pp.21-22
Prefixes	S Units 25-29
Suffixes	
Develop vocabulary	S; ARTM, pp.296-297 KSLH "Watch That Word" AS TR, pp.7-27 DRI DIT, pp.22-23
Context	
Specialized words	
Exact words	
Sentences	ARTM, pp.296-297
Learn sentence patterns	
Vary sentence types	
Use inverted order	
Avoid sentence fragments and run-on sentences	
Paragraphs	
Write topic sentence	
Develop the paragraph	
by explanation	
by details	
Stick to topic	
Types of Writing	
Practical	
Write announcements	
Develop reports	ARTM, p.299
Write business letters	
Creative	AS
Write dialogue	ARTM, pp.298-299
Write descriptions	
Write stories	
Compose poems	

Written Language, Grade 7

Content	Suggestions
Skills of Writing	
Grammar and Usage	L Handbook
Study sentence structure	
Sentence patterns Compound parts Compound sentences	Diagraming is optional teaching tool.
Understand parts of speech and their correct use	L Handbook
Nouns	
abstract and concrete	
Verbs	
tense	
Adjectives Adverbs Pronouns	
agreement with antecedent	
Prepositions Conjunctions	
Use correct word	L Index, pp.498-499 L Handbook, pp.435-458
Mechanics	
Punctuation	L Handbook, review, pp.423-430
Apostrophe Colon Comma	
with appositives in compound sentences	
Exclamation point Hyphen Period Question mark Quotation marks Underlining and italics	
Capitalization	L Handbook, review, pp.419-422
Spelling	Refer to Spelling in Grades 7 and 8 in this guide, p.
Handwriting	Refer to Handwriting in Grades 7 and 8 in this guide, p.

Content	Suggestions
Study Skills	
Use the library	
card catalog	
dewey decimal system	
Reader's Guide	
Use reference books	
dictionary	D; TR
encyclopedia	
almanacs and atlases	
Take notes	
Make outline	
Establish techniques for doing homework effectively	
Reading for different purposes	
Proofreading	Encourage pupils to proofread everything they write every day.
Punctuate correctly	
Spell accurately	S
Capitalize correctly	
Avoid sentence fragments and run-on sentences	

Evaluation of Written Language

The pupil's competence in using language skills taught at this and earlier levels should be evaluated periodically by the teacher's observation of all written work. Evaluation should include sentence structure, grammar, mechanics, spelling, and handwriting. Samples should be placed in the pupil's file periodically to note progress.

In addition there are objective tests in the pupil's text *Language for Daily Use* as well as in the teacher's edition. The end-of-year tests in the front of the teacher's edition may be used to reinforce teacher judgment in marking the Language section of the Pupil Record Sheet (S-10).

NOTES:

SPELLING IN GRADES 7 AND 8

GOALS:

To become aware of the need for correct spelling and to develop a sense of responsibility for accuracy in spelling in all written work.

To develop effective methods of learning to spell.

To be able to spell words used in all writing.

To develop the habit of checking all written work for spelling errors. (Proofreading)

OBJECTIVES:

The pupil maintains skills learned in previous levels and

differentiates between open and closed syllables and uses these patterns correctly in spelling and syllabicating words.

recognizes consonant clusters (digraphs and trigraphs), spells them correctly, and does not syllabicate them.

recognizes and can spell words that contain adjoining vowels.

understands the meaning and function of prefixes and suffixes and can spell words containing prefixes and suffixes.

discovers and learns to spell many English words derived from the Greek, Latin, French, and Spanish languages.

learns to spell words used in commercial, artistic, scientific, historical, and connotative contexts.

applies acquired dictionary skills.

applies proofreading skills.

MATERIALS for Grade 7:

Pupil's text, *Spell Correctly*, Grade 7
Teacher's workbook edition, *Spell Correctly*, Grade 7

TO THE TEACHER:

The teacher's workbook edition of *Spell Correctly* has been supplied rather than the hardback volume because it is easier to read. The content of the introductory and explanatory matter for teachers in the front section (pages 2T through 64T) and of the pages containing the thirty developmental units are the same in both. Please note, however, that in the workbook edition pages are provided for testing and review which are not included in the hardback edition. Consequently, the Spelling Dictionary does not begin on the same page and, further, the paging of the dictionary section is not identical.

Be sure to read pages 4T through 10T for an overview of the organization of the textbook. Teacher's Notes and Tests, pages 17T - 61T, present teaching suggestions for each unit.

It is important to be aware of the terminology used in the *Spell Correctly* texts: homophone, homograph, digraph, trigraph, grapheme, morpheme, phoneme, phonemic, consonant cluster, and virgules (//) to indicate sound of.

HANDWRITING IN GRADES 7 AND 8

GOALS:

To strengthen and maintain basic handwriting skills in all written activities.

To develop the desire to write legibly and neatly.

To develop interest in the use of handwriting to serve the various purposes of communication.

To develop the habit of checking all written work for writing errors. (Proofreading)

OBJECTIVES:

The pupil recognizes the importance of legibility in all written communication.

The pupil writes legibly and neatly.

The pupil applies the skills of proofreading in all written activities.

MATERIALS for Grade 7:

Rendezvous Recorder (1/pupil, largest class, Grade 7, nonconsumable)
Teacher's edition, *Rendezvous and Mission Accomplished*
Color perception strips - cursive

TO THE TEACHER:

Many teachers have indicated that formal teaching of handwriting in the seventh and eighth grades is no longer a necessity. However, there are always some students in need of remediation, and it is certainly desirable to maintain skills already acquired.

GUIDELINES:

Display the perception strips and familiarize the pupils with the significance of the color sequence.

Any student in need of remediation may use the recorder as a reference. A point of emphasis is stated on each page (formation of letters, joinings, size, fluency, writing for different purposes, etc.).

Correlation between spelling and handwriting should be strongly emphasized. Note Handwriting Models and *Spell Correctly*, p.123.

Require that handwriting be neat and legible in all written activities.

Directions for Marking Pupil Record Sheet (S-10)

Grade 7

A new Pupil Record Sheet (S-10) is provided for use with this revision of the Language Arts Curriculum for Grades 4-8. Spaces are provided for indicating the pupil's level of achievement in language arts at the close of the school year; for recording the literature book used; for recording the color name of the last level completed in *Designs for Reading I*; for indicating any special program in which the pupil is enrolled; for placing the print-out of scores on the ITBS given during the second semester.

Teacher judgment will of necessity play a large part in the marking of the Language section of the Pupil Record Sheet. However, the End-of-Year Test in *Language for Daily Use: Silver* may be used to reinforce teacher judgment in preparation for marking the Pupil Record Sheet.

The chart below indicates the parts of the End-of-Year Test that can be used to evaluate the major portions of the year's work. Pupils should score 80% on each subtest in order to receive a Satisfactory (S) mark or 70% to 79% to receive a Needs Improvement (N) mark. Any score below 70% on a subtest indicates Unsatisfactory (U) work. Pupils who receive N or U ratings will need additional help in these areas.

Sections of End-of-Year Tests suggested for pupil evaluation:

Sentence Structure - Part I - i, ii, iv
Parts of Speech - Part I - v-2, vi; Part II - ii, iii, iv, v
Usage - Part I - iii, vii, viii, ix; Part II - vii
Capitalization - Part I - v; Part II - i, viii
Punctuation - Part I - iii-2; Part II - i, viii
Spelling - Part I - iii-1; Part II - viii

In marking spelling, oral and written composition, and handwriting the pupil's achievement over the entire year should be considered. Use S, N, or U to indicate the level of competency in the pupil's spelling, composition, or handwriting.

In the column marked Reading Achievement indicate the literature book used by checking the appropriate space, either ARI or AS. Write in the color name of the last level completed in DRI.

Place the print-out of ITBS scores in space indicated.

READING/LITERATURE IN GRADES 7 AND 8

PHILOSOPHY

It is the responsibility of the school to provide a planned program in reading in the upper grades which will give each pupil an opportunity to read with understanding. The school has the responsibility also to acquaint each pupil with many kinds of literature and to give him the means to enjoy and appreciate many forms of literature.

GOAL

The goal of reading in the upper grades is to enhance pupils' capacity to understand what they read and to derive pleasure from reading. In order to accomplish this goal, we must reinforce and refine their reading skills so that they can receive the thoughts of others and gain the means of enjoying and appreciating the literature that gives understanding of life.

READING/LITERATURE IN GRADES 7 AND 8

OBJECTIVES

The pupil will maintain reading skills learned in previous levels and reinforce and refine these skills so that he will be able to

decode unfamiliar words.

expand his vocabulary through reading experiences.

summarize main or central ideas of varied reading materials.

understand relationships (time-place, cause-effect, place-space) and follow sequence of events.

interpret facts, make inferences, draw conclusions, and make judgments.

set a motive or purpose for reading and adjust ways of reading accordingly.

identify points of view.

identify attitudes of characters.

recognize author's purpose.

understand figurative language.

recognize literary forms.

strengthen study skills.

As the pupil reinforces and refines these reading skills, he will

transfer them so that he can read effectively in all subject areas.

read habitually for pleasure.

value our literary tradition.

READING SKILLS	Material to be used
Word Recognition	
Visual discrimination	TR
Auditory discrimination	TR
Structure	TR
Context cues	TR, DR, ARTM
Vocabulary	
Antonyms	DR, ARTM
Synonyms	DR, ARTM
Compounds	DR, ARTM
Root words	TR, DR, ARTM
Prefixes and suffixes	DR, ARTM, S
Word histories, word origin and derivation	TR, DR, ARTM, L, S
Context	TR, DR, ARTM
Comprehension	
Main or central idea	TR, DR, ARTM
Sentence structure and paragraph structure	ARTM, L
Inferences	TR, DR, ARTM
Relationships	
Cause-Effect	TR, ARTM
Time-Place	TR, DR, ARTM
Place-Space	ARTM
Sequence	ARTM
Critical Reaction	
Make inferences	DR, ARTM
Draw conclusions	TR, DR, ARTM
Make judgments	TR, DR, ARTM
Set a motive or purpose for reading	TR, L
Survey of content - summary	TR, ARTM
Understand figurative language	DR, ARTM
Recognize literary forms and techniques	DR, ARTM, L
Study Skills	
Locating information	DR, L
Glossary	DR
Dictionary	TR, L, S, D
Outlining	ARTM, L
Adjust ways of reading	TR, DR
according to content	TR, DR
according to purpose	TR, DR, L

The symbols used are
explained in materials
list.

READING/LITERATURE, GRADE 7

MATERIALS for Grade 7:

Designs for Reading I	DRI
Teacher's Handbook, *Designs for Reading I*	DRIT
Tactics in Reading/A (nonconsumable)	TR
Guidebook for *Tactics in Reading/A*	TRG
Adventures for Readers Book One	ARI
Teacher's Manual, *Adventures for Readers* Book One	ARTM
Action Stories of Yesterday and Today	AS
Stories to Enjoy	
Poems to Enjoy	
Teacher's Manual for *Literature to Enjoy*	

Novels

Speare, *The Witch of Blackbird Pond*
Forbes, *Johnny Tremain*
O'Dell, *Island of the Blue Dolphins*
Sterling, *Mary Jane*
Phillips, *Split Bamboo*
Annixter, *Swiftwater*
Benchley, *Only Earth and Sky Last Forever*

Listed above are the materials for the Reading/Literature program for Grade 7. Guidelines for the organization of the class and for the utilization of these materials are given on the following pages.

Language for Daily Use (L) includes lessons on some study skills and reference skills; its use is suggested in the reading skills outline. Refer to the language section of this guide for suggestions on correlation of the above reading materials with *Language for Daily Use*.

AUDIOVISUAL MATERIALS for Literature, Grade 7:
Available from Audiovisual Services Division

F	273-148	*Winter Storm*
F	372-121	*Brown Wolf*
SFS	769-473	*Jack London: A Life of Adventure*
FS	653-168	*King Arthur*
SFS	767-402	*Belling the Cat*
F	273-144	*Earthquake*

The upper grade reading/literature program is flexible so that all materials may be used by all students. The following chart should help you implement these materials.

LITERATURE BOOKS	For on-level readers	For below-level readers
Adventures for Readers I	Basic text	Use below-level selections
Action Stories of Yesterday and Today	Easy reading	Basic text
Stories to Enjoy	Supplementary	Supplementary
Poems to Enjoy	Supplementary	Supplementary
Novels	To be read together by the entire class	
SKILL BUILDING MATERIALS		
Designs for Reading I	Independent study	Basic text
Tactics in Reading/A	Workbook	Workbook

A SUGGESTED PROGRAM FOR A WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
On Level	LITERATURE *Adventures*	LITERATURE *Adventures*	LITERATURE *Adventures*	SKILL *Tactics*	SKILL *Designs*
Below Level I	SKILL *Tactics*	SKILL *Tactics*	SKILL *Designs*	SKILL *Designs*	LITERATURE *Action Stories* or *Adventures*
Below Level II	SKILL *Designs*	SKILL *Designs*	SKILL *Tactics*	LITERATURE *Action Stories*	SKILL *Tactics*

DESIGNS FOR READING I

The lesson materials in *Designs for Reading I* are sequenced in difficulty levels according to the color coding below:

Red Level	4.0	Olive Level	6.0
Silver Level	4.5	Purple Level	6.5
Gold Level	5.0	Lime Level	7.0
Lavender Level	5.5	Rust Level	8.0

FOR STUDENTS READING BELOW LEVEL

Designs for Reading I is to used as basic text with students scoring 6.4 or below on the ITBS reading comprehension of the previous year. Each class will comprise students reading at various levels. It is suggested that homogeneous groups based on ITBS comprehension scores be set up; each student should begin at or one level above his own level, not below. The teacher should work with each group.

With these students, each level should be taught as a unit.

The Depth Reading and its follow-up should be taught one day.
The Timed Reading, its follow-up, and Word Skills should be taught the next day.
The Book Selections should be read without interruption. This may take several days, depending on students' reading ability.
Understanding the Book Selection should be used as discussion material rather than as independent work.

FOR STUDENTS ON LEVEL

Designs for Reading I is to be used as independent material for students scoring 6.5 or above on the ITBS reading comprehension test of the previous year. Each student should be placed in the level corresponding to one-half to one year below his ITBS comprehension score. The student will work independently at his own pace, time himself, keep his own records, and do the Understanding the Book Selection independently.

Answers to all exercises in *Designs for Reading I* are in the back of the book. Their use will depend upon how each individual teacher plans to use the materials.

TACTICS IN READING/A

TACTICS IN READING/A is to be used as a nonconsumable textbook with students who are below, on, and above grade level. The quality of performance is expected to vary correspondingly.

The program includes a Diagnostic/Evaluation Test and review tests which are on pages inverted at the back of the pupil's book. Give the Diagnostic/Evaluation Test in its entirety before beginning any activity in *Tactics*. It would be helpful to you to work through the test yourself before administering it to students. Give the test one section at a time, go over the directions carefully

TACTICS IN READING/A (continued)

with the students, and work through the examples where they appear. Students should write their answers on a separate piece of paper, not on the test itself. There should be no time limits. Diagnostic tests should be checked by the teacher and results filed. Later the test results can be used to help determine how much emphasis should be placed on teaching each individual skill. Giving the D/E test again at the end of the year will provide an evaluation of the progress the student has made during the year.

Tactics should be used to reteach, review, and reinforce skills that are fundamental to all reading. Nine units cover word attack and comprehension skills. Suggestions for teaching the individual skills are in the teacher's guidebook. Review Tests should be given immediately after the completion of a skill section.

ACTION STORIES OF YESTERDAY AND TODAY

This book of adaptations of classic and modern stories of high interest, low (Gr.4) readability, is to be used as the basic literature book for students reading below level.

In the outline of literary forms to be studied, titles of *Action Stories* are cited as examples of elements of fiction.

This book is to be used as a supplementary literature book for students reading on level.

STORIES TO ENJOY

Stories to Enjoy is a collection of short stories of average readability which may be used with all students as a supplementary literature book.

POEMS TO ENJOY

Poems to Enjoy is a collection of various kinds of poetry of average readability which may be used with all students as supplementary material.

Teacher's Manual, *ADVENTURES FOR READERS, BOOK ONE*

Your attention is directed especially to the following:

Page 266	Something About the History of English provides background information on this topic.
Page 278	An overview of the entire literature book as a reading development program.
Page 280	Meanings and Reading discusses procedures for helping pupils with problems in Reading for Comprehension and Reading for Interpretation.
Page 296	The Reading Program outlines in chart form the reading skills emphasized in the text. The chart is also included in the pupil's book on pages 620-621.
Page 298	The Composition Program outlines suggestions for written compositions based on reading experiences.
Page 306	The Fine Arts Program explains the rationale for inclusion of fine arts reproductions as an integral part of *Adventures for Readers* The teaching guide suggests ways to use the pictures for training in perception, sharpening the senses, and drawing inferences. Suggestion: Pac-A-Pic prints, which were distributed by the Art Department several years ago, could be used to broaden pupils' exposure to the artists represented.

An overview of each unit precedes the lesson plans for that unit. The lesson plans are developed in six parts as follows:

Background and Motivation supplies background information, suggestions, and ways of motivating the reading.

Vocabulary points out words to be studied by pupils. As you read the selection before presentation, underline words to be studied as suggested in this section.

Reading the Selection suggests ways to actually read the selections, when to read silently, when to read aloud, and when the teacher should read aloud with or to the pupils.

Questions answers questions asked in pupil's text.

Further Topics for Discussion needs no explanation. Inherent, of course, are oral language activities.

Related Language Activities includes activities which refine and reinforce reading skills, enrich understanding, and suggest written composition activities.

The reading level of most of the prose selections in *Adventures for Readers*, Book One, according to the Dale-Chall readability index is indicated in the appendix of this guide. It is also given in parentheses following the titles of suggested examples for literary forms to be taught at this level.

LITERARY FORMS

A few examples are suggested for literary forms to be taught at this level; other examples may be found in the materials available.

FICTION

STORY	*Adventures for Readers I*	*Action Stories of Yesterday and Today* (4)
Elements		
Plot	"The Blazing Star" p.265 (5-6)* "The Erne from the Coast" p.89 (5-6) "Rip Van Winkle" p.235 (9-10)	"The Diamond Necklace" "I Smell Smoke" "The Dead Hand" "Stubby Makes His Letter" "The Lady or the Tiger?"
Theme	"The Erne from the Coast" p.89 (5-6) "Love of Life" p.482 (7-8) "The Nightingale" p.279 (7-8)	"Soul Brothers" "The Verger" "Where Love Is, God Is" "Randy Townsend's Pipe Dream" "Samaritans in Blue"
Characterization	"Sled" p.193 (5-6) "A Christmas Carol" p.299 (5-6) "Mary" p.200 (7-8) "The Wild Duck's Nest" p.210 (9-10) "Rip Van Winkle" p.235 (9-10)	"A Horseman in the Sky" "Boppo Wins a Medal" "Terry's Choice" "Markheim"
Point of View	"The Sneaker Crisis" p.250 (5-6) "Home" p.190 (5-6) "Thanksgiving Hunter" p.153 (5-6) "The Terror of the Deep" p.125 (7-8)	"The Hunt for the Red Fox" "The Dead Hand" "A Horseman in the Sky" "Soul Brothers"
Setting	"The Blazing Star" p.265 (5-6) "The Sneaker Crisis" p.250 (5-6) "Rip Van Winkle" p.235 (9-10)	"The Hunt for the Red Fox" "To Build a Fire" "Randy Townsend's Pipe Dream"
Style	"The Cat and the Pain Killer" p.205 (7-8) "The Nightingale" p.279 (7-8) "The Wild Duck's Nest" p.210 (9-10)	"To Build a Fire" "Where Love Is, God Is" "The Diamond Necklace"
Descriptive Details	"The Erne from the Coast" p.89 (5-6) "A Christmas Carol" p.299 (5-6) "Rikki-Tikki - Tavi" p.459 (7-8)	

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*Dale-Chall Readability Index indicated by figures in parentheses.

LITERARY FORMS (continued)

Elements

Suspense

"Blow Up With the Brig!" p.287 (5-6)*

FOLK LITERATURE	*Adventures for Readers I*	*Designs I*
Fable		
	"Fables by Aesop" p.582 (5-6)	
Fairy Tale		
	"The Nightingale" p.279 (7-8)	"The Escape from the Wicked Giant"
Myth		
	"The Three Golden Apples" p.[illegible] (7-8) "Icarus and Daedalus" p.12[illegible] (7-8)	
Legend		
	"The Golden Fleece" p.559 (7-8)	"The Story of Casey Jones" "The Gold Mine that was Lost"
Epic		
	from "Beowulf" p.18 (9-10)	
PLAYS		
	"The Big Wave" p.414 (below 5) "Feathertop" p.399 (5-6) "Inside a Kid's Head" p.383 (7-8)	
NON-FICTION		
BIOGRAPHY		
	"Helen Keller" p.78 (7-8) "The Terror of the Deep" p.125 (7-8) "Matthew Henson" p.59 (9-10)	"Lost and Found: Genius" "Light for the Blind"
ESSAY AND ARTICLES		
	"Sanpshot of a Dog" p.161 (5-6) "The Story of an Eyewitness" p.507 (5-6) "The Art of Seeing Things" p.137 (9-10)	
POETRY		
	Selections from *Adventures for Readers I* *Poems to Enjoy*	ARTM; L, Chapter 14

SUGGESTIONS FOR TEACHING THE NOVELS

The reading of novels is a part of the literature program in the upper grades in order to help students understand and enjoy fiction of greater length than the story or one-act play. The best available books have been chosen, including books which have been awarded the Newbery Medal for the best in children's literature.

When a novel is being read, it should be read continuously, omitting other reading activities during the time required to finish the book. This period of time will vary with the novel, the ability of the class, and the individual teacher. The teacher should read the novel in its entirety before presenting it to the class in order to teach it effectively. With some novels it is necessary to study vocabulary, figures of speech, and elements of fiction - plot, setting, characterization, theme, atmosphere, dialogue, language, style.

To those novels already assigned to grade 7, new novels have been added to provide more options. The selection is left to the judgment of the teacher.

Speare, *The Witch of Blackbird Pond*

Newbery Award Winner
F 265-106 *Colonial America in the 18th Century*

Reading of this novel should be correlated with history of colonial times. The film is suggested to help students better understand some of the concepts in the book. Locate Barbados and Connecticut on a wall map.

As pupils read the novel, discuss the characters. Compare the clannish, suspicious treatment of anyone different by the Puritans with attitudes today.

There are many unfamiliar vocabulary words in this book; the teacher may wish to do some vocabulary development activities.

Forbes, *Johnny Tremain*

Newbery Award Winner
SL 868-700 *Johnny Tremain's Boston*

This Newbery Award modern classic about a teen-age boy apprenticed to a Boston silversmith at the beginning of the Revolutionary War presents a very real picture of the period; its reading should be correlated with this period in social studies. The story acquaints pupils with historic personages, their political beliefs, and their part in the Revolution.

The edition provided contains many suggestions for class activities, discussion of characters and events, and for following the story step-by-step.

NOVELS (continued)

O'Dell, *Island of the Blue Dolphins*

Newbery Award Winner
F 265-123 *Island of the Blue Dolphins* with study guide

The twenty-minute color film excerpt from the feature motion picture provides excellent motivation for reading the book. The film ends as Karana, the central character, and her small brother are abandoned on the island. After viewing the film, pupils will want to discuss their feelings concerning the Aleut hunters, Ramo's impulsive action, and Karana's decision to swim back to the island.

Give the pupils an opportunity to express their ideas on the outcome of the story, before they read the story from the beginning or from that point at which the film ends (Chapter 8).

Discuss Scott O'Dell's style of using short sentences, simple language, and very few, if any, contractions. Utilize the author's use of metaphors in helping students identify metaphors.

Do not overlook the "Author's Note" on the last two pages; readers will probably be tremendously interested to learn that the story is based on the actual experiences of The Lost Woman of San Nicolas.

Sterling, *Mary Jane*

The current problems of integration may be discussed before reading the novel. Students could express how they would feel if they were one of the first of their race to attend a school that was predominantly another race and state some of the problems they might encounter. Following the reading, they may compare their responses with Mary Jane's reactions.

Phillips, *Split Bamboo*

F 261-120 *Hong Kong-Free Port*
FS 663-120 *Hong Kong and Macao*

Discuss with pupils the political situation in Red China as preparation for this story. It would be helpful to trace the action of the story on a map of China. The film and film strip will provide background for perceiving the setting and the problems faced by the hero and his son.

Reading of the story may lead to a discussion of the pros and cons of various forms of government. The teacher may also wish to discuss the elements of a suspense story and what methods this author employs.

NOVELS (continued)

Annixter, *Swiftwater*

F 273-142 *Pollution*
F 373-110 *Phillip and the White Colt*

Establish the setting of the story through a brief map study and discussion of the geography. Students may also find it interesting to trace the flyways of wild geese to determine where in Maine the story might actually have occurred.

The main theme of the story is Bucky Calloway's struggle to establish a National Wildlife Refuge for wild geese against seemingly insurmountable odds. You may wish to discuss with the students these questions: (1) Is this a valid struggle? (2) Is there something which you value as highly as Bucky did his goal? (3) What kinds of goals have you set for yourself?

Secondary themes in the book deal with Bucky's maturation, how he copes with his father's death, his withdrawal from society, and his eventual acceptance of friendship. Another important theme is the prejudice of the townspeople and their eventual acceptance of Bucky. Many students may have met or will meet similar situations; discuss ways to handle them within their environment.

As independent activities students may wish to trace the flyways of any migratory birds whose path lies over or near St. Louis. Some might also wish to make a study of the requirements for a wildlife refuge and locate those along the flyways. This story may also lead to an ecology project dealing with animals or birds in the city.

The film on pollution will help students better understand the effort by Bucky to preserve wild life. The film, *Phillip and the White Colt*, shows a poignant relationship between a boy and an animal.

Benchley, *Only Earth and Sky Last Forever*

F 367-117 *End of the Trail, Parts I and II*
F 653-104 *Early American Indians*
R 555-155 *Music of the American Indians*

Before reading this novel, a discussion of the American Indian would be helpful. Since the theme of the story is one of social injustice, the plight of the Indian today can be related to the events that take place in the novel. The book may be used as a supplement to the study of the Indian as presented in the social studies course. Familiarize the students with the fact that history can be learned through experiences they derive from historical fiction.

Establish the setting of the story through a map study. Use this novel to point out interesting aspects of Indian culture related to ours. The main purpose is to stress respect for other cultures.

Use this opportunity to show how the same facts can be treated differently depending upon the point of view. Explain the concept *point of view* to the students. Later the students may write the story from the white man's point of view.

LANGUAGE, Grade 8

GOAL

The goal of the language program in grade eight is to reinforce the previously learned skills and to extend this knowledge as preparation for continuing growth.

OBJECTIVES

The pupil will maintain skills learned in previous levels and

Extend these skills.

Discover the historic background and dynamic qualities of our language.

Organize ideas effectively and express them clearly, forcefully, and correctly, both orally and in writing.

Use language in social situations with ease and courtesy

Develop the ability to listen carefully and purposefully and to think critically.

Participate, both orally and in writing, in creative experiences.

Identify and use effectively word forms and sentence parts.

Employ correct grammar and usage in all subject areas.

Clarify and extend ideas through reading and discussion.

Recognize good prose and poetry and develop a critical judgment of literature.

Use effectively such study skills as reading, taking notes, using reference materials, and outlining.

Demonstrate the ability to relate the above objectives to other subject areas.

LANGUAGE, Grade 8

MATERIALS:

Pupil's text, *Language for Daily Use: Gold*	L
Teacher's edition, *Language for Daily Use: Gold*	LTE
Pupil's text, *Spell Correctly*, grade 8	S
Teacher's workbook edition, *Spell Correctly*, grade 8	STE
Mission Accomplished, Recorder, handwriting (nonconsumable)	H
Teacher's edition, *Rendezvous and Mission Accomplished*	
Macmillan Dictionary	D
Adventures for Readers, Book II	AR
Teacher's manual, *Adventures for Readers, Book II*	ARTM
Designs for Reading II	DRII
Teacher's Handbook, *Designs for Reading II*	DRIIT
Tactics in Reading/B	TR
Guidebook for *Tactics in Reading/B*	TRG
Stories That Live	SL
Plays To Enjoy	PE
Readings To Enjoy	RE

TO THE TEACHER: The titles listed above represent the basic language texts and correlated materials. In the outline of language skills on the following pages, these books are referred to by the symbols shown above at the right to direct your attention to correlated materials. For specific page numbers refer to indexes in teacher's manuals.

Special features of the pupil's text, *Language for Daily Use: Gold*

A series of book reviews to stimulate interest in worthwhile books.
Short passages to memorize spaced throughout.
"Check Tests" to measure retention of previously learned skills.
Sections entitled "Going Ahead" provide additional work for the more able pupil.
"Mastery Tests" at the end of each chapter.
Additional practice exercises entitled "Review and Practice" follow the Mastery Tests.
Additional tests for each chapter under the heading "Making Sure", pp.460-488.
Teaching pages indicated in heavy black type in the index.
A review handbook of usage for study and reference, pp.405-458.

Special features of the teacher's edition, *Language for Daily Use: Gold*

Each page of the teacher's edition contains the pupil's page in reduced size on which answers to exercises and tests are annotated in a second color.

In the margin opposite the pupil's page are teaching helps as follows:
Purpose of the lesson.
Suggested procedures for presenting material.
Additional exercises for strengthening concepts taught.
Extension work for the more able student.

In the front of the teacher's book are:
A general outline of the materials presented in the series.
A more detailed discussion of the materials introduced at the eighth grade level.
Suggestions for planning and evaluating writing experiences for the adolescent pupil.
Additional mastery tests with answers for each chapter.

The language program has been divided into three main areas: History and Origin of Our Language, Oral Language, and Written Language.

HISTORY AND ORIGIN OF OUR LANGUAGE

The study of the origins and the history of our language develops an understanding of and appreciation for English as a living, growing, and changing means of communication. English evolved and continues to grow by adding words from various sources.

Content	Suggestions
Words as symbols	
Language families	
Word origins	S, p.iv; "Word Knowledge" in each unit; entire units 7-10
Anglo-Saxon	ARTM, p.346; pp.315-325
French	S, 9
Latin	S, 14, 16
Vocabulary development	S, p.iv; DRIIT, pp.21-23
Basic English	
Changes	DRIIT, pp.22-23
New words	S, "Word Challenge", Unit 33
Compound words	S, "Word Challenge", Unit 14
Shortened words	S, "Word Challenge", Unit 32
Blended words	S, "Word Challenge", DRIIT, p.22

ORAL LANGUAGE

Oral language involves both speaking and listening. It is part of the total curriculum and should not be taught in isolation. The skills and activities listed below are a guide for helping the pupil to become an effective speaker and a good listener.

Speaking

- Use words and sentences correctly
- Articulate clearly
- Pronounce words correctly
- Vary pitch and volume to convey meaning
- Express ideas clearly and effectively

Conversations
Give explanations.
Give directions.
Make introductions.
Make announcements.
Participate in discussions.

Listening

- Listen attentively and courteously
- Listen for enjoyment
- Listen to obtain facts
- Understand explanations and follow directions
- Evaluate speeches of others
- Recognize correct grammar and usage

KSLH "Fun From The Dictionary"

Evaluation of Oral Language

The pupil's oral language achievement is frequently shown within the framework of classroom activities when he answers questions, participates in discussions, and expresses ideas. Both prepared talks and informal participation indicate the pupil's ability to perform acceptably at his level.

WRITTEN LANGUAGE

Written language involves both creative and practical writing. To develop both types it is necessary for pupils to learn to express themselves clearly, using acceptable standards of grammar and usage. A knowledge of the tools or elements is the first step in developing written work.

Content	Suggestions
The Elements of Writing	
Words	
Learn how words are built	ARTM, pp.346-347
	S "Structure and Meaning;
Roots	S, Units 13-22
Prefixes	TR, pp.23-40
Suffixes	DRIIT, pp.21-23; ARTM, pp.333-334
Develop vocabulary	ARTM, pp.346-347; SL; S, Units 26-35
	KSLH Fun From The Dictionary
Contex	TR, pp.7-24
Dictionary	TR; DRIIT, p.22
Coining words	S, Unit 11
Slang	
Colloquial and obsolete	ARTM, p.346
Specific meanings	
Sentences	ARTM, pp.346-347
Learn sentence patterns	
Vary sentence types and length	
Combine related ideas	
Avoid sentence fragments and run-on sentences	
Paragraphs	ARTM, pp.347-349
Understand three kinds	
Narrative	
Descriptive	
Explanatory	
Write topic sentence	ARTM, p.349
Develop the paragraph	ARTM, pp.348-349
By facts or examples	
By incidents or anecdotes	
By reasons or explanations	
Stay on the topic	ARTM, pp.348-349
Use transitional words or phrases	
Types of Writing	
Practical	ARTM, pp.347-349
Develop reports	
Select topic	

Content	Suggestions
Gather information	
Prepare outline	ARTM, p.346
Write report	
Make bibliography	
Revise and proofread	
Write letters	
Business	
Friendly	
Special notes	
Creative	LTE, pp.T8-T9; SL ARTM, pp.347-349
Develop stories	
Planning	
Parts	
Dialogue	
Write Friendly letters	
Express opinions about books	ARTM, pp.171-200
Compose poems	
Skills of Writing	
Grammar and Usage	L Handbook, review pp.406-409 Diagraming (OPTIONAL)
Study sentence structure	
Sentence patterns	
Compound parts	
Compound sentences	
Main and subordinate clauses	
Complex sentences	ARTM, p.346; L Chap.16
Understand parts of speech and their correct use	L Handbook
Nouns	
abstract and concrete	
collective	
as adjectives	
Verbs	
tenses	
transitive and intransitive	
active and passive	
Adjectives	
Adverbs	
Pronouns	
agreement with antecedent	L Handbook, review pp.412-419
indefinite	
demonstrative	
interrogative	
relative	

Written Language, Grade 8

Content	Suggestions
Prepositions	L Handbook, review pp.412-419
Conjunctions	
co-ordinating	
subordinating	
Verbals	
gerunds	S, Unit 22
infinitives	
participles	S, Unit 22
Use correct word	L Index, pp.500-501 L Handbook, review pp.437-457
Mechanics	
Punctuation	L Handbook, review pp.424-431
Apostrophe	
Colon	
Comma	
in compound sentences	
after introductory adverb clause	
set off nonrestrictive adjective clause	
after introductory participal phrase	
after transitional word or phrase	
Exclamation point	
Hyphen	
Period	
Question mark	
Quotation marks	
Underlining and italics	
Capitalization	
Spelling	Refer to Spelling in Grades 7 and 8 in this guide, p.
Handwriting	Refer to Handwriting in Grades 7 and 8 in this guide, p.
Study Skills	
Use the library	DRIIT, p.23
Reader's Guide	
Use reference books	
Dictionary	D; S, dictionary sections; TR, pp.61-80; DRIIT, p.22 KSLH, "Fun From The Dictionary"
Encyclopedia	DRIIT, p.23
Biographies	
Atlases and almanacs	

Content	Suggestions
Take notes	
Make outlines	
Take tests	
Read for different purposes	T "Flexibility", pp.169-188
Proofreading	Encourage pupils to proofread everything they write every day.
Avoid run-on sentence and sentence fragments	
Punctuate correctly	
Capitalize correctly	
Check for proper usage	
Check for correct spelling	S
Be sure handwriting is legible	

Evaluation of Written Language

The pupil's competence in using language skills taught at this and earlier levels should be evaluated periodically by the teacher's observation of all written work. Evaluation should include sentence structure, grammar, mechanics, spelling, and handwriting. Samples should be placed in the pupil's file periodically to note progress.

In addition there are objective tests in the pupil's text *Language for Daily Use* as well as in the teacher's edition. The end-of-year tests in the front of the teacher's edition may be used to reinforce teacher judgment in marking the Language section of the Pupil Record Sheet (S-10).

NOTES

SPELLING IN GRADES 7 AND 8

GOALS:

To become aware of the need for correct spelling and to develop a sense of responsibility for accuracy in spelling in all written work.

To develop effective methods of learning to spell.

To be able to spell words used in all writing.

To develop the habit of checking all written work for spelling errors. (Proofreading)

OBJECTIVES:

The pupil maintains skills learned in previous levels and

differentiated between open and closed syllables and uses these patterns correctly in spelling and syllabicating words.

recognizes consonant clusters (digraphs and trigraphs), spells them correctly, and does not syllabicate them.

recognizes and can spell words that contain adjoining vowels.

understands the meaning and function of prefixes and suffixes and can spell words containing prefixes and suffixes.

discovers and learns to spell many English words derived from the Greek, Latin, French, and Spanish languages.

learns to spell words used in commercial, artistic, scientific, historical, and connotative contexts.

applies acquired dictionary skills.

applies proofreading skills.

MATERIALS for Grade 8:

Pupil's text, *Spell Correctly*, Grade 8
Teacher's workbook edition, *Spell Correctly*, Grade 8

TO THE TEACHER:

The teacher's workbook edition of *Spell Correctly* has been supplied rather than the hardback volume because it is easier to read. The content of the introductory and explanatory matter for teachers in the front section (pages 2T through 64T) and of the pages containing the thirty developmental units are the same in both. Please note, however, that in the workbook edition pages are provided for testing and review which are not included in the hardback edition. Consequently, the Spelling Dictionary does not begin on the same page and, further, the paging of the dictionary section is not identical.

Be sure to read pages 4T through 10T for an overview of the organization of the textbook. Teacher's Notes and Tests, pages 17T - 61T, present teaching suggestions for each unit.

It is important to be aware of the terminology used in the *Spell Correctly* texts: homophone, homograph, digraph, trigraph, grapheme, morpheme, phoneme, phonemic, consonant cluster, and virgules (//) to indicate sound of.

HANDWRITING IN GRADES 7 AND 8

GOALS:

To strengthen and maintain basic handwriting skills in all written activities.

To develop the desire to write legibly and neatly.

To develop interest in the use of handwriting to serve the various purposes of communication.

To develop the habit of checking all written work for writing errors. (Proofreading)

OBJECTIVES:

The pupil recognizes the importance of legibility in all written communication.

The pupil writes legibly and neatly.

The pupil applies the skills of proofreading in all written activities.

MATERIALS for Grade 8:

Mission Accomplished Recorder (1/pupil, largest class, Grade 8, nonconsumable)
Teacher's edition, *Rendezvous and Mission Accomplished*
Color perception strips - cursive

TO THE TEACHER:

Many teachers have indicated that formal teaching of handwriting in the seventh and eighth grades is no longer a necessity. However, there are always some students in need of remediation, and it is certainly desirable to maintain skills already acquired.

GUIDELINES:

Display the perception strips and familiarize the pupils with the significance of the color sequence.

Any student in need of remediation may use the recorder as a reference. A point of emphasis is stated on each page (formation of letters, joinings, size, fluency, writing for different purposes, etc.).

Correlation between spelling and handwriting should be strongly emphasized. Note Handwriting Models and *Spell Correctly*, p.124.

Require that handwriting be neat and legible in all written activities.

Directions for Marking Pupil Record Sheet (S-10)

Grade 8

A new Pupil Record Sheet (S-10) is provided for use with this revision of the Language Arts Curriculum for Grades 4-8. Spaces are provided for indicating the pupil's level of achievement in language arts at the close of the school year; for recording the literature book used; for recording the color name of the last level completed in *Designs for Reading II*; for indicating any special program in which the pupil is enrolled; for placing the print-out of scores on the ITBS given during the second semester.

Teacher judgment will of necessity play a large part in the marking of The Language section of the Pupil Record Sheet. However, the End-of-Year Test in *Language for Daily Use: Gold* may be used to reinforce teacher judgment in preparation for marking the Pupil Record Sheet.

The chart below indicates the parts of the End-of-Year Test that can be used to evaluate the major portions of the year's work. Pupils should score 80% on each subtest in order to receive a Satisfactory (S) mark or 70% to 79% to receive a Needs Improvement (N) mark. Any score below 70% on a subtest indicates Unsatisfactory (U) work. Pupils who receive N or U ratings will need additional help in these areas.

Sections of End-of-Year Tests suggested for pupil evaluation:

Sentence Structure - Part I - iv. vi; Part II - iii, iv, vii; Part III - vii, viii
Parts of Speech - Part I - ii, iii, v; Part II - i, ii, iv; Part III - ii, iii, viii
Usage - Part I - iii; Part II - i
Capitalization - Part III - vi
Punctuation - Part I - iv; Part III - vi
Spelling - Part III - v

In marking spelling, oral and written composition, and handwriting the pupil's achievement over the entire year should be considered. Use S, N, or U to indicate the level of competency in the pupil's spelling, composition, or handwriting.

In the column marked Reading Achievement indicate the literature book used by checking the appropriate space, either ARII or SL. Write in the color name of the last level completed in DRII.

Place the print-out of ITBS scores in space indicated.

READING/LITERATURE IN GRADES 7 AND 8

PHILOSOPHY

It is the responsibility of the school to provide a planned program in reading in the upper grades which will give each pupil an opportunity to read with understanding. The school has the responsibility also to acquaint each pupil with many kinds of literature and to give him the means to enjoy and appreciate many forms of literature.

GOAL

The goal of reading in the upper grades is to enhance pupils' capacity to understand what they read and to derive pleasure from reading. In order to accomplish this goal, we must reinforce and refine their reading skills so that they can receive the thoughts of others and gain the means of enjoying and appreciating the literature that gives understanding of life.

READING/LITERATURE IN GRADES 7 AND 8

OBJECTIVES

The pupil will maintain reading skills learned in previous levels and reinforce and refine these skills so that he will be able to

decode unfamiliar words.

expand his vocabulary through reading experiences.

summarize main or central ideas of varied reading materials.

understand relationships (time-place, cause-effect, place-space) and follow sequence of events.

interpret facts, make inferences, draw conclusions, and make judgments.

set a motive or purpose for reading and adjust ways of reading accordingly.

identify points of view.

identify attitudes of characters.

recognize author's purpose.

understand figurative language.

recognize literary forms.

strengthen study skills.

As the pupil reinforces and refines these reading skills, he will

transfer them so that he can read effectively in all subject areas.

read habitually for pleasure.

value our literary tradition.

READING SKILLS	Material to be used
Word Recognition	
Visual discrimination	TR
Auditory discrimination	TR
Structure	TR
Context cues	TR, DR, ARTM
Vocabulary	
Antonyms	DR, ARTM
Synonyms	DR, ARTM
Compounds	DR, ARTM
Root Words	TR, DR, ARTM
Prefixes and suffixes	DR, ARTM, S
Word histories, word origin and derivation	TR, DR, ARTM, L, S
Context	TR, DR, ARTM
Comprehension	
Main or central idea	TR, DR, ARTM
Sentence structure and paragraph structure	ARTM, L
Inferences	TR, DR, ARTM
Relationships	
Cause-Effect	TR, ARTM
Time-Place	TR, DR, ARTM
Place-Space	ARTM
Sequence	ARTM
Critical Reaction	
Make inferences	DR, ARTM
Draw conclusions	TR, DR, ARTM
Make judgments	TR, DR, ARTM
Set a motive or purpose for reading	TR, L
Survey of content - summary	TR, ARTM
Understand figurative language	DR, ARTM
Recognize literary forms and techniques	DR, ARTM, L
Study Skills	
Locating information	DR, L
Glossary	DR
Dictionary	TR, L, S, D
Outlining	ARTM, L
Adjust ways of reading	TR, DR
according to content	TR, DR
according to purpose	TR, DR, L

The symbols used are explained in materials list.

READING/LITERATURE, GRADE 8

MATERIALS for Grade 8:

Designs for Reading II	DRII
Teacher's Handbook, *Designs for Reading II*	DRIIT
Tactics in Reading/B (nonconsumable)	TR
Guidebook for *Tactics in Reading/B*	TRG
Adventures for Readers Book Two	ARII
Teacher's Manual, *Adventures for Readers* Book Two	ARTM
Stories That Live	
Plays to Enjoy	
Readings to Enjoy	
Teacher's Manual for *Literature for Readers* Book II	

Novels

Twain, *Adventures of Tom Sawyer*
Neville, *It's Like This, Cat*
Viereck, *The Summer I Was Lost*
Ball, *Hurricane*
Hamilton, *The House of Dies Drear*
Marshall, *Walkabout*
Evarts, *Smuggler's Road*
Speare, *The Bronze Bow*

Listed above are the materials for the Reading/Literature program for Grade 8. Guidelines for the organization of the class and for the utilization of these materials are given on the following pages.

Language for Daily Use (L) includes lessons on some study skills and reference skills; its use is suggested in the reading skills outline. Refer to the language section of this guide for suggestions on correlation of the above reading materials with *Language for Daily Use*.

AUDIOVISUAL MATERIALS for Literature, Grade 8:
Available from Audiovisual Services Division

F	251-115	*Literature Appreciation: Stories*
FS	667-121	*Ulysses and Circe*
FS	653-168	*King Arthur*
FS	656-171	*Baucis and Philemon*
F	165-106	*Stone Cutter*
SFS	764-406	*George Washington Carver*
F	368-111	*Thomas Edison*

The upper grade reading/literature program is flexible so that all materials may be used by all students. The following chart should help you implement these materials.

LITERATURE BOOKS	For on-level readers	For below-level readers
Adventures for Readers II	Basic text	Use below-level selections
Stories That Live	Easy reading	Basic text
Plays to Enjoy	Supplementary	Supplementary
Readings to Enjoy	Supplementary	Supplementary
Novels	To be read together by the entire class	

SKILL BUILDING MATERIALS		
Designs for Reading II	Independent study	Basic text
Tactics in Reading/B	Workbook	Workbook

A SUGGESTED PROGRAM FOR A WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
On Level	LITERATURE *Adventures*	LITERATURE *Adventures*	LITERATURE *Adventures*	SKILL *Tactics*	SKILL *Designs*
Below Level I	SKILL *Tactics*	SKILL *Tactics*	SKILL *Designs*	SKILL *Designs*	LITERATURE *Stories That Live* or *Adventures*
Below Level II	SKILL *Designs*	SKILL *Designs*	SKILL *Tactics*	LITERATURE *Stories That Live*	SKILL *Tactics*

DESIGNS FOR READING II

The lesson materials in *Designs for Reading II* are sequenced in difficulty levels according to the color coding below:

Orange Level	5.0	Yellow Level	7.0
Aqua Level	5.5	Violet Level	8.0
Tan Level	6.0	Green Level	9.0
Blue Level	6.5		

FOR STUDENTS READING BELOW LEVEL

Designs for Reading II is to be used as basic text with students scoring 7.4 or below on the ITBS reading comprehension test of the previous year. Each class will comprise students reading at various levels. It is suggested that homogeneous groups based on ITBS comprehension scores be set up; each student should begin at or one level above his own level, not below. The teacher should work with each group.

With these students, each level should be taught as a unit.

The Depth Reading and its follow-up should be taught one day.
The Timed Reading, its follow-up, and Word Skills should be taught the next day.
The Book Selections should be read without interruption. This may take several days, depending on students' reading ability.
Understanding the Book Selection should be used as discussion material rather than as independent work.

FOR STUDENTS ON LEVEL

Designs for Reading II is to be used as independent material for students scoring 7.5 or above on the ITBS reading test of the previous year. Each student should be placed in the level corresponding to one-half to one year below his ITBS comprehension score. The student will work independently at his own pace, time himself, keep his own records, and do the Understanding the Book Selection independently.

Answers to all exercises in *Designs for Reading II* are in the back of the book. Their use will depend upon how each individual teacher plans to use the materials.

TACTICS IN READING/B

TACTICS IN READING/B is to be used as a nonconsumable textbook with students who are below, on, and above grade level. The quality of performance is expected to vary correspondingly.

The program includes a Diagnostic/Evaluation Test and review tests which are on pages inverted at the back of the pupil's book. Give the Diagnostic/Evaluation

TACTICS IN READING/B (continued)

Test in its entirety before beginning any activity in *Tactics*. It would be helpful to you to work through the test yourself before administering it to students. Give the test one section at a time, go over the directions carefully with the students, and work through the examples where they appear. Students should write their answers on a separate piece of paper, not on the test itself. There should be no time limits. Diagnostic tests should be checked by the teacher and results filed. Later the test results can be used to help determine how much emphasis should be placed on teaching each individual skill. Giving the D/E test again at the end of the year will provide an evaluation of the progress the student has made during the year.

Tactics should be used to reteach, review, and reinforce skills that are fundamental to all reading. Nine units cover word attack and comprehension skills. Suggestions for teaching the individual skills are in the teacher's guidebook. Review Tests should be given immediately after the completion of a skill section.

STORIES THAT LIVE

This book of adaptations of classic and modern stories of high interest, low (Gr.6) readability, is to used as the basic literature book for students reading below level.

In the outline of literary forms to be studies, titles of *Stories That Live* are cited as examples of elements of fiction.

This book is to be used as a supplementary literature book for students reading on level.

READINGS TO ENJOY

Readings to Enjoy is a collection of non-fiction prose of average readability which may be used with all students as a supplementary literature book.

PLAYS TO ENJOY

Plays to Enjoy is a collection of plays of average readability which may be used to provide supplementary reading for all students.

Teacher's Manual, *ADVENTURES FOR READERS, BOOK TWO*

Your attention is directed especially to the following:

Page 315	Something About the History of English provides background information on this topic.
Page 328	An overview of the entire literature book as a reading development program.
Page 330	Meanings and Reading discusses procedures for helping pupils with problems in Reading for Comprehension and Reading for Interpretation.
Page 346	The Reading Program outlines in chart form the reading skills emphasized in the text. The chart is also included in the pupil's book on pages 652-653.
Page 348	The Composition Program outlines suggestions for written compositions based on reading experiences.
Page 350	The Testing Program
Page 356	The Fine Arts Program explains the rationale for inclusion of fine arts reproductions as an integral part of *Adventures for Readers*. The teaching guide suggests ways to use the pictures for training in perception, sharpening the senses, and drawing inferences. Suggestion: Pac-A-Pic prints, which were distributed by the Art Department several years ago, could be used to broaden pupils' exposure to the artists represented.

An overview of each unit precedes the lesson plans for that unit. The lesson plans are developed in six parts as follows:

Background and Motivation supplies background information, suggestions, and ways of motivating the reading.

Vocabulary points out words to be studied by pupils. As you read the selection before presentation, underline words to be studied as suggested in this section.

Reading the Selection suggests ways to actually read the selections, when to read silently, when to read aloud, and when the teacher should read aloud with or to the pupils.

Questions answers questions asked in pupil's text.

Further Topics for Discussion needs no explanation. Inherent, of course, are oral language activities.

Related Language Activities includes activities which refine and reinforce reading skills, enrich understanding, and suggest written composition activities.

The reading level of most of the prose selections in *Adventures for Readers*, Book II according to the Dale-Chall readability index is indicated in the list on page of this guide. It is also given in parentheses following the titles of suggested examples for literary forms to be taught at this level.

LITERARY FORMS

A few examples are suggested for literary forms to be taught at this level; other examples may be found in the materials available.

FICTION

STORY	*Adventures for Readers II*	*Stories That Live*
Elements		
	Plot "As the Night the Day" p.144 (7-8)* "The Apprentice" p.320 (7-8) "The Ransom of Red Chief" p.283 (7-8) "The Red-Headed League" p.301 (7-8)	**Plot** "Andy and the One-Inch Rope" "Jimmy Valentine" "The Ransom of Red Chief" "The Secret of Tilting Rock"
	Theme "The Apprentice" p.320 (7-8)	**Theme** "God Sees the Truth But Waits" "The Costume Jewelry" "The Servant" "Occurrence at Owl Creek Bridge"
	Characterization "My Friend Flicka" p.64 (5-6) "The Man Without A Country" p.187 (7-8) "Lou Gehrig's Epic of Courage p.87 (9-10)	**Characterization** "Jimmy Valentine" "The Speckled Beauty" "The Servant" "Love of Life" "Written in the Stars"
	Point of View "Weep No More, My Lady" p.118 (7-8) "Mama and the Graduation Present" p.134 (7-8) "The Ransom of Red Chief" p.283 (7-8)	**Point of View** "Written in the Stars" "The Ransom of Red Chief" "A Terribly Strange Bed"
	Descriptive Details "My Friend Flicka" p.64 (5-6) "Top Man" p.42 (7-8)	**Setting** "Fasten Seat Belts" "Flight Through the Jungle" "The Pit and the Pendulum"
	Dialogue "The Countess and the Impossible" p.139 (7-8) "Weep No More, My Lady" p.118 (7-8) "The Ransom of Red Chief" p.283 (7-8)	
	Humor "The Night the Bed Fell" p.528 (7-8) Parody, "Tales With A Twist" p.541 (5-6) "Punch, Brothers, Punch" p.511 (5-6)	

* Dale-Chall Readability Index indicated by figures in parenthesis.

LITERARY FORMS (continued)

FOLK LITERATURE *Adventures for Readers II*

Fable

"The Blind Men and the Elephant" p.113
"The Princess and the Tin Box" p.542 (7-8)

Myth

"Midas" p.107 (5-)
"Baucis and Philemon" p.103 (7-8)

Legend

"How Horatius Held the Bridge" p.597 (7-8)

Folk Tale

"The Gift and the Giver" p.114 (5-6)

Epic

"The Wooden Horse" p.577 (7-8)
"Odysseus and the Cyclops" p.15 (7-8)
"Sir Gawain" p.26 (9-10)
"The Adventures of Aeneas" p.582 (9-10)

PLAYS Selections from *Plays to Enjoy*

"The Sire de Maletroit's Door" p.333 (5-6)
"The Happy Journey to Trenton and Camden" p.351 (5-6)
"The Ugly Duckling" p.363 (5-6)
"The Stone" p.3 (7-8)

NON-FICTION *Adventures for Readers II* *Designs II* and *Readings to Enjoy*

BIOGRAPHY AND AUTOBIOGRAPHY

"George Washington Carver" p.390 (7-8)
"Boyhood Reminiscences" p.472 (7-8)
"Cub Pilot on the Mississippi" p.481 (7-8)
"Incandescent Genius" p.235 (9-10)

ESSAY

"The Dog that Bit People" p.532 (5-6)
"Your Change" p.383 (5-6)
"An Old-Fashioned Iowa Christmas" p.410 (7-8)
"The Spreading You Know" p.539 (9-10)

JOURNAL

"From Spring to Summer" p.417 (7-8)

LITERARY FORMS (continued)

NON-FICTION	*Adventures for Readers II*	*Designs II* and *Readings to Enjoy*
ARTICLE		
	"The First Pitch" p.409 (5-6) "Sing An Old Song" p.249 (9-10) "Where's Everybody?" p.423 (9-10)	
EDITORIAL		
	"Mary White" p.385 (7-8)	
SPEECH		
	"The Gettysburg Address" p.208 (5-6)	
POETRY		
	Selections from *Adventures for Readers II*	ARTM; L, Chapter 14

SUGGESTIONS FOR TEACHING THE NOVELS

The reading of novels is a part of the literature program in the upper grades in order to help students understand and enjoy fiction of greater length than the story or one-act play. The best available books have been chosen, including books which have been awarded the Newbery Medal for the best in children's literature.

When a novel is being read, it should be read continuously, omitting other reading activities during the time required to finish the book. This period of time will vary with the novel, the ability of the class, and the individual teacher. The teacher should read the novel in its entirety before presenting it to the class in order to teach it effectively. With some novels it is necessary to study vocabulary, figures of speech, and elements of fiction - plot, setting, characterization, theme, atmosphere, dialogue, language, style.

To those novels already assigned to grade 7, new novels have been added to provide more options. The selection is left to the judgment of the teacher.

Twain, *Adventures of Tom Sawyer*

A study of Mark Twain as presented in the section "Close Look at Four Authors" in *Adventures for Readers, Book Two*, should precede the introduction of this book. The teacher's Riverside edition provides suggestions for class activities and discussion while reading this classic.

Neville, *It's Like This Cat* Newbery Award Winner

This is a story about a boy's resistance toward parental authority. This could be a basis for discussion with the students about their reactions to authority. Emily Neville has done an excellent job of characterization. Study the various personalities to expand pupils' understanding of this element of fiction. Three completely different child-parent interrelations are presented in the book. Give students an opportunity to compare and contrast the relationship between Davey and his father, Tom and his father, and Nina and her mother, and relate these to their own experiences.

Viereck, *The Summer I Was Lost*

Before reading the story the students may be asked to express how they would react to being lost and alone in the woods four days.

Many pupils will be able to identify with Paul Griffen, a boy who is more interested in hunting, hiking, and fishing than in team or contact sports. Encourage the students to tell about their experiences at camp. Why was Paul able to survive?

NOVELS (continued)

Ball, *Hurricane*	F 273-145 *Hurricane*

Showing the film *Hurricane* will help the students appreciate the impact of this event which occurs in the story.

Prior to reading the book, discuss and list the factors that pupils feel are important when choosing friends. After reading the book, the class could determine if Luke and Davey's friendship was based on the same reasons. Did any reasons involve race?

After reading the chapter, "The Picnic", try to elicit from the students an expression and awareness of their feelings toward the people who acted so cruelly toward Luke.

When the students have finished reading the book, define *prejudice* and discuss it. Then ask the following questions:

1. What are Pap's and Mike's reasons for feeling prejudice?
2. Is the person feeling prejudice harmed as much as the person against whom the prejudice is directed?
3. What is ironic about Mike's attitude toward Luke?
4. Can an analogy be made between the actual physical destruction of a hurricane and the corresponding impact of prejudice?

Hamilton, *The House of Dies Drear*	F 166-110 *Negro Heroes from American History* SFS 766-427 *Negroes, Part I* SFS 766-428 *Negroes, Part II*

Since slavery and the Underground Railroad is the background thread throughout this mystery story, clarification of the Underground Railroad is necessary. A discussion of slavery, its effect on both the slave and the master, might be helpful. Characterization is vivid throughout the novel. Compare one of the characters with another person whom pupils know or have known.

Further Activities:

After reading the novel, the students may be interested in finding out more about Harriet Tubman, who led many slaves to freedom by means of the Underground Railroad.

Discuss other historical events that happened in U.S. History during the same scope of time as the *House of Dies Drear*.

Motivating Discussion Questions:

1. Does slavery still exist?
2. If so, in what form?
3. Is it in the form of physical bondage?

NOVELS (continued)

Marshall, *Walkabout* F 270-102 *Australia - The Timeless Land*

Walkabout is set in a remote area of Australia with which your students may be quite unfamiliar. The film, *Australia - The Timeless Land*, and a brief map study emphasizing the enormity of the wilderness area should give students background for the setting of the story. A discussion of the stereotyped southern white culture and prejudices may help your students better understand Mary's attitudes and reactions. A discussion of the Australian Aborigine would be helpful.

There are several themes present in the book which may be discussed. (1) Basic survival, (2) Mary's conflict between prejudice and dependence, (3) the bush boy's unquestioning acceptance of the natural and the supernatural world, (4) Peter's journey from total childhood dependence to responsible leadership, and (5) the vast differences between the cultures represented by the characters. Pupils can relate to these themes; discuss with them ways in which they face the same or similar problems in their world.

As independent activities, students may wish to research the wildlife of Australia, as it has many animals found nowhere else in the world. Some may also wish to investigate areas of Australia other than the outback to prevent the misconception that Australia is entirely wild, e.g., the sheep and cattle ranches, cities, and industrial, scientific, and cultural contributions.

Other books by James Vance Marshall:

A River Ran Out of Eden
My Boy John That Went to Sea
A Walk to the Hills of the Dreamtime

Speare, *The Bronze Bow*

Newbery Award Winner
F 365-115 *Israel*
SFS 769-431 *Jerusalem, Heart of the Holy Land*

A good introduction to the book could be showing either of the suggested audiovisual aids. Locate Israel on a map and discuss the fact that this country is the cradle of three of the world's great religions, Christian, Jewish, and Islam.

This story deals with the conflicts of a young Jewish boy in Galilee suffering under the oppression of Roman rule. Topics you may wish your class to discuss could be: (1) a comparison of the culture of Daniel to their own culture; (2) oppression and ways of handling it -- from violence to displaying love for one's enemies; (3) the methods the students employ, and which are most successful?

Leah has withdrawn from society, due to a traumatic experience. Discuss with students the physiological and psychological effects of highly emotional experiences. What methods can be used to overcome these effects?

Extension Activities:
1. Read the "Song of David" from the Bible, Psalms 18
2. Use news media to investigate the current status of Israel.

NOVELS (continued)

Evarts, *Smuggler's Road* F 261-130 *Mexico: the Land and the People*

The teacher may want to introduce this book by discussing various aspects of a mystery story. Student discussion could be focused on the psychology of tension, the use of clues, and means of dispelling the tension. In particular, discuss Hal Evarts' vivid description of the isolated setting and how it contributes to the suspense.

The story is about a boy who may be sent to juvenile hall. A teacher has given him an alternative of working in an isolated hospital clinic in Baja, Mexico. Lead students in deciding the advantages and disadvantages of accepting the alternative.

In this story the type of punishment given student offenders is determined by a student court. This may lead to a discussion of our system of trial by a jury of one's peers.

The Spanish words used in the book might be introduced before reading so as not to interrupt the flow of thought.

Students may also note the changes that occur in Kern and the factors that contribute to the change.

Extension Activities: 1. Study of *You and the Law*
2. Devise a classroom court.

AUDIOVISUAL MATERIALS, Grades 7 and 8

HISTORY AND ORIGIN OF OUR LANGUAGE

FILMS

Cat. No.	Title
173-112	*Discovering Language: How English Borrowed Words*
173-111	*Discovering Language: How English Changed In America*
273-117	*Discovering Language: How Words Are Made*
173-114	*Discovering Language: How Words Get New Meanings*
273-120	*Discovering Language: The Alphabet Story*
173-113	*Discovering Language: Varieties Of English*
272-156	*English Language: Its Spelling Patterns*
262-111	*Debt To The Past: Language And Communication*
359-100	*Alphabet Conspiracy,,Part I*
359-101	*Alphabet Conspiracy, Part II*

SOUND FILMSTRIPS

767-442	*Geography Of Language*
767-443	*How English Traveled Overseas*
767-444	*Interesting Facts About Your Language*
767-445	*Our Changing Language*
767-446	*What's In A Name*
767-447	*Words Come To Life*
770-558	*American Language - Or When The King's English Came To America* (Record)
770-705	*American Language - Or When The King's English Came To America* (Cassette)
770-559	*How Is It That An Englishman Speaks English* (Record)
770-706	*How Is It That An Englishman Speaks English* (Cassette)
770-560	*Language And Its Mysteries*
770-561	*Languages Are Born - Sometimes They Die*
770-562	*What Age Has Done To English*

ORAL AND WRITTEN EXPRESSION

FILMS

271-132	*Drop Of Water*
269-116	*Haiku*
264-111	*Rainshower*
268-129	*Serendipity I: Find Something Real To Write*
170-122	*River: Where Do You Come From*
149-118	*Your Voice*
162-123	*Let's Write A Story*
263-132	*Poetry For Me*
267-121	*Poems We Write*

FILMSTRIPS

657-185	*Making Oral And Written Reports*
667-103	*Adrift In The Swamp - Lee Meets The Hawks*
667-104	*Haunted House - Bob's Problem At Camp*
667-102	*Mysterious Pueblo - Kim's Bubble Bath*
667-105	*Ramesh Of Calcutta - A Choice About Cheating*

ORAL AND WRITTEN EXPRESSION

FILMSTRIPS, continued

Cat. No.	Title
	SENTENCE SERIES
664-196	*Classification Of Sentences*
664-201	*Clauses, Part I*
664-202	*Clauses, Part II*
664-198	*Direct and Indirect Objects and Subject Complements*
664-199	*Phrases, Part I*
664-200	*Phrases, Part II*
664-203	*Problems Of Agreement*
664-204	*Problems Of Sentence Construction*
664-197	*Subjects and Predicates*
	STEPS IN BUILDING A PARAGRAPH SERIES
665-171	*Steps 1-3*
665-172	*Steps 4-5*
665-173	*Steps 6-7*
665-174	*Steps 8-9*

STUDY SKILLS

FILMS

162-110	*Know Your Library*
266-115	*Library - A Place For Discovery*

RECORDS

566-102	*Anthology Of Negro Poets*
566-103	*Anthology Of Negro Poets In the U.S.A. 200 Years*
566-127	*Golden Treasury Of Irish Verse*
566-141	*Lincoln Album*
553-119	*Paul Reveres Ride*
551-100	*Poetry Time*
566-166	*Robert Frost*
566-175	*Treasury Of The Spoken Word*

FILMSTRIPS

	FUNDAMENTALS OF THINKING SERIES
662-161	*Analyzing*
662-159	*Assumptions*
662-160	*Classifying*
662-155	*Comparisons*
662-156	*Critical Thinking*
662-158	*Interpreting*
662-162	*Observing*
662-157	*Problem Solving*
662-154	*Summarizing*

Cat. No.	Title
STUDY SKILLS, continued	
SOUND FILMSTRIPS	
773-430	*How To Use Dictionaries* *How To Use Atlases And Almanacs*
773-431	*How To Use Encyclopedias* *How To Use The Card Catalogue*

For additional audiovisual materials refer to the Audiovisual Catalog, September 1973, and the Audiovisual Supplement 1974-1975.

LANGUAGE ARTS, Grades 5-8, Gifted

Introduction

The major goal in the education of the child identified as gifted is to promote growth toward self-initiated and self-directed learning. The curriculum must help prepare the child to live in a verbal world where the tools of communication are essential. He will be able to understand and to appreciate the English language and to utilize it with skill. He will derive pleasure from reading and hearing good prose and poetry.

Although the communication skills - reading, writing, speaking, and listening - are listed separately in this guide, they are interrelated and dependent upon each other. The development of these skills should not be limited to the language periods but should carry over into all content subjects. This connection between language and other subjects should be pointed out to the pupil. The study of some topics in science, the biography of a noted mathematician, or the writing of an historic play will use such study skills as reading, using reference materials, note-taking, and outlining. The knowledge and use of the language skills will help the pupil to succeed in school and ultimately in adult life.

Features of the Language Program for Grades 5-7, Gifted

The materials used present a developmental language program which is based upon the abilities and interests of the elementary school pupil. The skills and techniques are developed in the earlier books in simple form and progress systematically in maturity. The strands taught are cumulative throughout the series and present an effective maintenance program.

In an interesting balance between oral and written language, attention is given to vocabulary development, sentence and paragraph structure, standard usage, punctuation and capitalization, and listening and speaking.

Correlating with the literature program, a series of book reviews to encourage independent reading and short passages to memorize are interspersed throughout the text. At the end of each chapter are tests to measure understanding of skills and learnings presented in that chapter. "Making Sure" at the end of the book has additional tests for each chapter. Each level contains a cumulative handbook.

The margins of the teacher's annotated edition contain lesson plans, additional exercises, and extensions. These plans may be adjusted to the ability of the pupils in the class and provide for the more able student. Inductive teaching in this series leads to creativity.

GRADE 5, GIFTED

LANGUAGE ARTS

MATERIALS:

Pupil's text, *Language for Daily Use: Purple* (level 5)	L
Teacher's edition, *Language for Daily Use: Purple*	LTE
Teacher's edition, *Workbook, Language for Daily Use: Purple*	
Composition Through Literature A	CL
Teacher's edition, *Composition Through Literature A*	
Pupil's text, *Spell Correctly*, Level 5	S
Teacher's edition, *Spell Correctly*, Level 5	STE
Teacher's edition, *Upward Thrust* (handwriting)	
Pupil's text, *Thorndike-Barnhart Advanced Junior Dictionary*	D
In Other Words...A Junior Thesaurus	IOW
Vocabulary: *Greek and Roman Myths*	
Words, Vocabulary Tests	

NOTE: See Reading/Literature materials list.

ORAL LANGUAGE

Language begins with speaking and listening which occur simultaneously.

Speech improvement can be taught within the framework of the class activities. Note ways in which the pupil responds to classroom situations, ways he asks and answers questions, and ways in which he organizes his thoughts.

Listening is a skill which improves with practice. The pupil must be made aware that communication is a two-way skill. When someone is speaking, the others in the group should be listening.

OBJECTIVES:

The pupil will

- organize his thoughts clearly.
- understand the standards for formal and informal language.
- convey his ideas through pleasing tone, appropriate rate, suitable volume, and correct usage.
- determine a purpose for both speaking and listening.

Content	Suggestions
Speaking	
Standards	
Preparation	Use a tape recorder to give the pupil a chance to hear himself objectively.
Voice: pitch, volume, rate, tone, inflection	
Articulation	
Pronunciation	
Clarity	
Correct usage	Teach usage developed in textbook
Unity	Correlate the oral language with all subjects.
Courtesy	
	Role playing
	Round-table discussions
Choice of words	IOW
Purposes and Forms	
Questions	
Answers	
Conversation	
Directions	
Information	
Reports	
Entertainment	
Exposition	
Introductions and greetings	Allow students to greet and introduce guests for auditorium sessions.
Listening	
Standards	
Preparation	
Concentration	
Evaluation Use criteria listed under speaking	
Courtesy	
Purposes: to listen for	
Main ideas	
Details	
Fact versus opinion	
Directions	
Sentence patterns	
Errors	
Enjoyment	
Explanations	
Information	
Literary Forms	Read poetry and prose from SLRA: determine purpose for listening *Greek and Roman Myths* KSLH Literary Treasures

WRITTEN LANGUAGE

Written language is the vehicle by which the pupil expresses himself in creative writing and practical writing.

OBJECTIVES:

The pupil will

- express himself clearly and effectively.
- use a variety of acceptable sentence patterns.
- develop the critical and intuitive processes through a good literature program.
- use language effectively in the study skills of note-taking and outlining.
- habitually proofread his work for correct usage, spelling, punctuation, and capitalization.

The Elements of Writing

Content	Suggestions
The Word	
Spelling	Follow the lesson plans in STE SL, L Refer to objectives and suggestions in complete Spelling in the Middle Grades IOW Supplement with functional words
Origins and History	S "Word Challenge"; L
Learning through context clues	SL
Using words correctly	Vocabulary Program
Descriptive	CL
Alphabetizing	
Syllabication	
Using the dictionary	SL, S, D
Vocabulary building	Vocabulary Program
The Sentence	
Building sentences	CL
Simple subject and simple predicate	CL
Word Order	
Kinds of	
Compound	
Inverted	
Expanded	
The Paragraph	
Indentation	
Topic sentence	
Sequence	

Grade 5, Gifted

The Forms of Writing

Creative

Conversation: narration, characterization, imagination	SL
Tall tales: exaggeration	SL
Poetry: haiku, limerick	SL
Narrative: events, details, sequence	SL
Myth	CL
Fable	CL

Practical

Announcements	
Letters: friendly, business, invitations, replies	
News articles: facts in descending order of importance	CL
Biographies: background, factual information	
Reports: events, book reviews, library skills	
Outlines: topic	

The Mechanics of Writing

Grammar and Usage — CL

- Nouns: common, proper, possessive, singular, plural, signal, predicate noun
- Verbs: action, being, auxiliaries, forms, irregular
- Adjectives: kinds of modifier, special, position
- Pronouns: subject, object, reflexive, possessive
- Sentence patterns

Capitalization — CL

- Some abbreviations
- Letters: greeting and closing
- Outlines
- Proper nouns and adjectives
- Direct quotations: first word
- Poetry: first word in each line
- Initials
- First word in a sentence
- Titles of persons and books
- Documents, religions, and names of officials
- Geographical names

The Mechanics of Writing (continued)

Punctuation CL

- Period: abbreviations, end of sentences, initials, numbers and letters in outlines
- Comma: series, between city and state, date, direct address, after direct quotation, written conversation, introductory
- Question mark
- Quotation marks
- Exclamation point
- Apostrophe
- Hyphen
- Colon
- Underlining titles of books

Proofreading for

- Clarity of thought
- Organization
- Mechanics
- Usage
- Spelling

Study Skills

- Use the library
- Use the dictionary
- Use the encyclopedia
- Use the index
- Taking notes
- Proofreading

Handwriting See Handwriting in the Middle Grades

SPELLING IN THE MIDDLE GRADES

The goal of the middle grade spelling program is to develop skills designed to build permanent spelling power. This enables the child to transfer his thoughts into words with ease.

The pupils should be taught the process of learning to spell by a spirally-applied, multi-sensory approach since no one method (aural, oral, or kinesthetic) has been proven superior. Pupil's needs must be met at their performance levels.

OBJECTIVES:

In the middle grades the pupil will maintain skills learned in previous levels and

1. demonstrate understanding of sound-letter relationships.
2. recognize and use the most common spelling patterns as a result of many experiences.
3. identify syllables and their stress (if present).
4. build words using affixes and inflections.
5. master commonly used irregular spellings.
6. distinguish between homonyms and use them correctly in context.
7. relate homographs to their pronunciations and meanings in context.
8. learn common abbreviations.
9. demonstrate ability to proofread.

MATERIALS, for Grade 5, Gifted:

Pupil's text, *Spell Correctly*, level 5
Teacher's edition, *Spell Correctly*, level 5

TO THE TEACHER:

The successful utilization of this spelling program begins with the careful preexamination of the guide for teachers. In each teacher's edition of the text, introductory and explanatory matter (pages 2T through 64T) contains the following features:

Unit Organization, 4T
Introducing *Spell Correctly*, 5T - 10T
Provision for Individual Differences, 10T
Spelling Games and Activities, 11T - 16T
    Materials and games require teacher preparation prior to introduction in unit.
Teacher Notes and Tests, 17T - 61T
    This section outlines teaching suggestions for each unit.
The Word List, 62T - 64T

Notice also Handwriting Models, p.139, and Glossary of Spelling Terms, p.140.

HANDWRITING IN THE MIDDLE GRADES

The goal in handwriting in the middle grades is to achieve legibility by refining, reinforcing, and reemphasizing cursive and manuscript styles.

OBJECTIVES:

The pupil, given experiences in writing, will

form each letter correctly.
form letters the appropriate size.
space letters, words, and sentences uniformly for legibility.
use proper beginning, connecting, and ending strokes.
slant uniformly to the right.
demonstrate proper position of body, hand, arm, and paper.
evaluate critically his handwriting against a model.

MATERIALS for Grade 5:

Teacher's Edition, *Upward Thrust*, Grade 5

Color perception strips - cursive

It is suggested that teachers utilize suggested procedures in the teacher's edition of the handwriting book and the color perception strips in planning for systematic improvement in pupils' handwriting. The teacher's edition provides

procedures for directing basic strokes and correct formation.
practice and reinforcement when necessary.
sentences and paragraphs for pupils to write.

Color perception strips furnish an ever-present model for correct formation. Legibility should be stressed in all written experiences.

Pupils' books for handwriting are not included in the program since *Spell Correctly* provides activities which correlate with the letter formations and models of the handwriting program, as follows:

Handwriting activities, which may be individual or group, in each spelling lesson.

Handwriting models at the end of the book, including grouping by letter formation for lower case.

Word lists in cursive writing.

Systematic self-evaluation of handwriting at the Check Point (first test).

Teacher evaluation of handwriting at Progress Check (final test).

Evaluation of pupil's individual handwriting progress is included in evaluation of written language.

READING/LITERATURE, Grade 5, Gifted

MATERIALS:

Reading Systems	
Pupil's text containing Level 16 *Passports*	SL16
Level 17 *Excursions*	SL17
Level 18 *Discoveries*	SL18
Pupil's Studybook for Level 16	SLS16
Pupil's Studybook for Level 17	SLS17
Pupil's Studybook for Level 18	SLS18
Teacher's Manual for Levels 16, 17, and 18	
Teacher's Annotated Edition for Levels 16, 17, and 18	
Read Aloud Anthology for Levels 16, 17, and 18	SLRA
Tests: end of level tests	
Basic Reading 5	BR
Teacher's Edition *Basic Reading 5*	
Winding Roads	WR
Teacher's Edition *Winding Roads*	
Composition Through Literature A	CL
In Other Words...A Junior Thesaurus	IOW
DeAngeli, *The Door In the Wall*	
Carroll, *Alice In Wonderland*	
Buck, *The Big Wave*	
Gates, *Blue Willow*	
Reading for Meaning	
SRA Kit	

OBJECTIVES:

Pupils read so well and efficiently that

- they are able to comprehend all materials that are essential in their living both in and out of school.
- they can make critical evaluation of what they read and use.
- they develop interpretive skills in order to enjoy the enrichment of literature while building a literary background.

Each pupil in the gifted classes is expected to read at grade or above grade level. Ample materials for strengthening and expanding reading and literary skills are provided in Reading Systems and the literature program.

TEACHER MATERIALS

In the Systems program, both a Teacher's Manual and a Teacher's Annotated Edition are provided. The manual is a guide for planning a lesson and for follow-up activities. Pages 14-15 explain in detail the core components. On pages 12-13 is the chart of skills for levels 1-17. It is recommended that teachers consult the directions provided in the manual for a total sequence prior to teaching the sequence.

The Teacher's Annotated Edition is particularly helpful as the teacher works with the pupils during the reading and discussion of a selection.

The *Read Aloud Anthology* is an integral part of the program. The use of the *Read Aloud Anthology* is written into the manual for Systems.

PUPIL MATERIALS

Basal Readers and Studybooks

For the most effective use of these materials, it is suggested that basal readers and studybooks be used only in the classroom. These materials are nonconsumable.

TESTING PROGRAM

End-of-level tests for Systems are to be used to assess the competence in skills taught at a particular level. Since the emphasis in Systems is on personalized instruction, teachers are encouraged to use the results as a teaching tool.

The vocabulary and comprehension sections of the Iowa Tests of Basic Skills are administered to all pupils near the close of each school year. A score label for each pupil showing the results of these tests is furnished by Data Processing and should be affixed to his Pupil Record Sheet.

LITERATURE

The types of literature with which pupils should become familiar at this level are available in the materials listed. The teacher should select representative examples.

Fiction	
Short Story	WR, BR, CL
Folk Literature	WR
Fable	CL
Myth	CL
Book-length story (for class study in depth)	Listed in materials
Non-Fiction Prose	
Biography and Autobiography	WR
Article	WR, CL
Poetry	WR, BR, CL
Play	BR, WR

INDIVIDUAL READING

There are no outside reading requirements. The teacher, however, is expected to set standards of achievement for the class. The pupils are to be encouraged to read. Any method chosen by the teacher which sparks reading is acceptable.

GRADE 6, GIFTED

LANGUAGE ARTS

MATERIALS:

Pupil's text, *Language for Daily Use: Brown* (level 6)	L
Teacher's edition, *Language for Daily Use: Brown*	LTE
Teacher's edition, *Workbook, Language for Daily Use: Brown*	
Pupil's text, *Language for Daily Use: Silver* (level 7)	L
Teacher's edition, *Language for Daily Use: Silver*	LTE
Pupil's text, *Spell Correctly*, Level 6	S
Teacher's edition, *Spell Correctly*, Level 6	STE
Teacher's edition, *Gaining Momentum*, Grade 6 (handwriting)	
Pupil's text, *Webster's New Collegiate Dictionary*	D
In Other Words...A Junior Thesaurus	IOW
Words Are Important, Junior Book	WAI

NOTE: See Reading/Literature materials list.

ORAL LANGUAGE

Language begins with speaking and listening which occur simultaneously.

Speech improvement can be taught within the framework of the class activities. Note ways in which the pupil responds to classroom situations, ways he asks and answers questions, and ways in which he organizes his thoughts.

Listening is a skill which improves with practice. The pupil must be made aware that communication is a two-way skill. When someone is speaking, the others in the group should be listening.

OBJECTIVES:

The pupil will

- organize his thoughts clearly.
- understand the standards for formal and informal language.
- convey his ideas through pleasing tone, appropriate rate, suitable volume, and correct usage.
- determine a purpose for both speaking and listening.

Grade 6, Gifted

Content	Suggestions
Speaking	
Standards	Correlate the oral language with all subjects.
Preparation	
Voice: pitch, volume, rate, tone, inflection	Use a tape recorder to give the child a chance to hear himself objectively.
Articulation	
Pronunciation	
Clarity	Choral reading
Correct usage	
Unity	
Courtesy	
Choice of words	WAI; IOW
Purpose	
Questions	
Answers	
Conversation	
Directions	
Information	
Reports	
Entertainment	
Exposition	
Introductions and greetings	
Discussions	SL
Round-table discussions: purpose, specific questions, visual aids, background information, summary	
Conducting club meetings	
Dramatizing	
Interviews	
Poetry: recited or read	SL; PL
Listening	
Standards	SLRA
Preparation	
Concentration	
Evaluation	Set a purpose for listening.
Courtesy	Dictate spelling sentences
Purpose: to listen for	
Main ideas	
Details	
Fact versus opinion	
Directions	
Sentence patterns	
Errors	
Enjoyment	
Explanations	
Information	
Signals	
Radio and television: critical listening	

WRITTEN LANGUAGE

Written language is the vehicle by which the pupil expresses himself in creative writing and practical writing.

OBJECTIVES:

The pupil will

- express himself clearly and effectively.
- use a variety of acceptable sentence patterns.
- develop the critical and intuitive processes through a good literature program.
- use language effectively in the study skills of note-taking and outlining.
- habitually proofread his work for correct usage, spelling, punctuation, and capitalization.

Content	Suggestions
The Elements of Writing	
The Word	
Spelling	Follow the lesson plans in STE. Supplement with content words. SL, L Refer to spelling section. IOW Refer to objectives and suggestions in complete Spelling in the Middle Grades, in this guide.
Origins and History	S "Word Challenge"; SLS
Learn through context clues	SL, BR
Syllabication	S, D
Using words correctly	IOW
Using the dictionary	S, D
Descriptive	PL
Parts of words: prefix, suffix, root words	S, D, BR
Synonyms, antonyms, homonyms	S, D, BR
The Sentence	
Building sentences	
Complete subject and complete predicate	BR
Compound subjects, predicates, objects	BR
Kinds of	
Compound	
Inverted	
Expanded	
Word Order	
Avoiding fragments	
Avoiding run-on	
Sentence patterns	BR

Content	Suggestions
The Paragraph	
Indentation	
Sequence	
Topic sentence	
Outline	SL
Unity	
The Forms of Writing	
Creative	
Conversation: dialogue	
Folk story: legend, fable, fairy tale, myth	PL, SL
Poetry: limerick, couplet, haiku, cinquain	
Story: opening, development, climax, closing	
Practical	
Announcement	
Description	
Autobiography - biography	SL, PL
Direction	
Letters: friendly, business, invitations, replies	SL
Outline	SL
Note-taking	SL
Explanation	
Reports: bibliography, library skills	SL
Characterization	PL
The Mechanics of Writing	
Grammar and Usage	
Nouns: common, proper, possessive, singular, plural, headword, signals, subject, direct object, complement, appositive, cluster	
Verbs: auxiliary, verbs in contractions, principal parts, transitive and intransitive, phrases, tense, agreement of subject and predicate	BR
Adjectives: position, kinds of, modifiers, possessive, comparative, suffix, complement, proper	
Adverbs: comparison, modifiers, position, suffix	
Pronouns: noun substitute, singular and plural, after verbs of being, prepositions, after action verbs, personal, agreement with antecedent	
Prepositions: phrase, position, using correct preposition, use as preposition instead of adverb	
Conjunction: compound subjects, compound predicates, compound sentences	
Capitalization	
Proper nouns and adjectives	
Outline	SL
First word in direct quotation	
Capitalizing words correctly	

Content	Suggestions
Punctuation	
Period: outline, bibliography	
Comma: compound sentence, interjection, appositives, interrupters, clarity	
Quotation marks: split	
Exclamation point	
Apostrophe: contractions, possessives	
Hyphen: compound word	
Colon: list	
Underlining titles of books	
Italics	
Study Skills	
Using the library	
Using the dictionary	D
Taking notes	
Using reference books	SLS
Preparing the bibliography	
Outlining	
Memorization	
Proofreading for	
Clarity of thought	
Organization	
Mechanics	
Usage	
Spelling	
Handwriting	See _Handwriting in the Middle Grades_

SPELLING IN THE MIDDLE GRADES

The goal of the middle grade spelling program is to develop skills designed to build permanent spelling power. This enables the child to transfer his thoughts into words with ease.

The pupils should be taught the process of learning to spell by a spirally-applied, multi-sensory approach since no one method (aural, oral, or kinesthetic) has been proven superior. Pupil's needs must be met at their performance levels.

OBJECTIVES:

In the middle grades the pupil will maintain skills learned in previous levels and

1. demonstrate understanding of sound-letter relationships.
2. recognize and use the most common spelling patterns as a result of many experiences.
3. identify syllables and their stress (if present).
4. build words using affixes and inflections.
5. master commonly used irregular spellings.
6. distinguish between homonyms and use them correctly in context.
7. relate homographs to their pronunciations and meanings in context.
8. learn common abbreviations.
9. demonstrate ability to proofread.

MATERIALS, for Grade 6, Gifted:

Pupil's text, *Spell Correctly*, level 6
Teacher's edition, *Spell Correctly*, level 6

TO THE TEACHER:

The successful utilization of this spelling program begins with the careful preexamination of the guide for teachers. In each teacher's edition of the text, introductory and explanatory matter (pages 2T through 64T) contains the following features:

Unit Organization, 4T
Introducing *Spell Correctly*, 5T - 10T
Provisions for Individual Differences, 10T
Spelling Games and Activities, 11T - 16T
    Materials and games require teacher preparation prior to introduction in unit.
Teacher Notes and Tests, 17T - 61T
    This section outlines teaching suggestions for each unit.
The Word List, 62T - 64T

Notice also Handwriting Models, p.139, and Glossary of Spelling Terms, p.140.

HANDWRITING IN THE MIDDLE GRADES

The goal in handwriting in the middle grades is to achieve legibility by refining, reinforcing, and reemphasizing cursive and manuscript styles.

OBJECTIVES:

The pupil, given experiences in writing, will

- form each letter correctly.
- form letters the appropriate size.
- space letters, words, and sentences uniformly for legibility.
- use proper beginning, connecting, and ending strokes.
- slant uniformly to the right.
- demonstrate proper position of body, hand, arm, and paper.
- evaluate critically his handwriting against a model.

MATERIALS for Grade 6, Gifted:

- Teacher's Edition, *Gaining Momentum*, Grade 6
- Color perception strips - cursive

It is suggested that teachers utilize suggested procedures in the teacher's edition of the handwriting book and the color perception strips in planning for systematic improvement in pupils' handwriting. The teacher's edition provides

- procedures for directing basic strokes and correct formation.
- practice and reinforcement when necessary.
- sentences and paragraphs for pupils to write.

Color perception strips furnish an ever-present model for correct formation. Legibility should be stressed in all written experiences.

Pupils' books for handwriting are not included in the program since *Spell Correctly* provides activities which correlate with the letter formations and models of the handwriting program, as follows:

- Handwriting activities, which may be individual or group, in each spelling lesson.
- Handwriting models at the end of the book, including grouping by letter formation for lower case.
- Word lists in cursive writing.
- Systematic self-evaluation of handwriting at the Check Point (first test).
- Teacher evaluation of handwriting at Progress Check (final test).

Evaluation of pupil's individual handwriting progress is included in evaluation of written language.

READING/LITERATURE, Grade 6, Gifted

MATERIALS:

Reading Systems

Pupil's text containing Level 19 *Voices*	SL19
Level 20 *Endeavors*	SL20
Level 21 *Triumphs*	SL21
Pupil's Studybook for Level 19	SLS19
Pupil's Studybook for Level 20	SLS20
Pupil's Studybook for Level 21	SLS21
Teacher's Manual for Levels 19, 20, and 21	
Teacher's Annotated Edition for Levels 19, 20, and 21	
Read Aloud Anthology for Levels 19, 20, and 21	SLRA
Tests: end of levels tests	
Projection in Literature	PL
Teacher's Resource Book for *Projection in Literature*	
Basic Reading 6	BR
Teacher's Edition *Basic Reading 6*	
SRA Kit III B	
Controlled Reader EDL Educational Laboratories	
Reading for Meaning	
McCall Crabbs, Standard Test Lessons in Reading	
In Other Words...A Junior Thesaurus	IOW
Be A Better Reader	
Words Are Important, Junior Book	WAI
Wyss, *Swiss Family Robinson*	
Grahame, *Wind in the Willows*	
Stevenson, *Treasure Island*	
Bagnold, *National Velvet*	

OBJECTIVES:

Pupils read so well and efficiently that

- they are able to comprehend all materials that are essential in their living both in and out of school.
- they can make critical evaluation of what they read and use.
- they develop interpretive skills in order to enjoy the enrichment of literature while building a literary background.

Each pupil in the gifted classes is expected to read at grade or above grade level. Ample materials for strengthening and expanding reading and literary skills are provided in Reading Systems and the literature program.

TEACHER MATERIALS

In the Systems program, both a Teacher's Manual and a Teacher's Annotated Edition are provided. The manual is a guide for planning a lesson and for follow-up activities. Pages 14-15 explain in detail the core components. On pages 12-13 is the chart of skills for levels 1-21. It is recommended that teachers consult the directions provided in the manual for a total sequence prior to teaching the sequence.

The Teacher's Annotated Edition is particularly helpful as the teacher works with the pupils during the reading and discussion of a selection.

The *Read Aloud Anthology* is an integral part of the program. The use of the *Read Aloud Anthology* is written into the manual for Systems.

PUPIL MATERIALS

Basal Readers and Studybooks

For the most effective use of these materials, it is suggested that basal readers and studybooks be used only in the classroom. These materials are nonconsumable.

TESTING PROGRAM

End-of-level tests for Systems are to be used to assess the competence in skills taught at a particular level. Since the emphasis in Systems is on personalized instruction, teachers are encouraged to use the results as a teaching tool.

The vocabulary and comprehension sections of the Iowa Tests of Basic Skills are administered to all pupils near the close of each school year. A score label for each pupil showing the results of these tests is furnished by Data Processing and should be affixed to his Pupil Record Sheet.

LITERATURE

The types of literature with which pupils should become familiar at this level are available in the materials listed. The teacher should select representative examples.

	Suggestions
Fiction	
Short Story	PL, BR
Folk Literature	SL, PL
Fable	PL
Myth	PL
Book-length story (for class study in depth)	Listed in materials.
Non-Fiction Prose	
Biography and Autobiography	PL
Article	PL
Poetry	BR
Play	BR

INDIVIDUAL READING

There are no outside reading requirements. The teacher, however, is expected to set standards of achievement for the class. The pupils are to be encouraged to read. Any method chosen by the teacher which sparks reading is acceptable.

LANGUAGE ARTS

MATERIALS:

Pupil's text, *Language for Daily Use: Silver* (level 7)	L
Teacher's edition, *Language for Daily Use: Silver*	LTE
Pupil's text, *Language for Daily Use: Gold* (level 8)	L
Teacher's edition, *Language for Daily Use: Gold*	LTE
Pupil's text, *Spell Correctly*, Level 7	S
Teacher's edition, *Spell Correctly*, Level 7	STE
Rendezvous Recorder, handwriting (nonconsumable)	
Teacher's edition, *Rendezvous and Mission Accomplished*	
Pupil's text, *Webster's New Collegiate Dictionary*	D
Words Are Important, Book I	WAI

NOTE: See Reading/Literature materials list.

ORAL LANGUAGE

Language begins with speaking and listening which occur simultaneously.

Speech improvement can be taught within the framework of the class activities. Note ways in which the pupil responds to classroom situations, ways he asks and answers questions, and ways in which he organizes his thoughts.

Listening is a skill which improves with practice. The pupil must be made aware that communication is a two-way skill. When someone is speaking, the others in the group should be listening.

OBJECTIVES:

The pupil will

- organize his thoughts clearly
- understand the standards for formal and informal language.
- convey his ideas through pleasing tone, appropriate rate, suitable volume, and correct usage.
- determine a purpose for both speaking and listening.

Grade 7, Gifted (continued)

Content	Suggestions
Speaking	
Standards	
Preparation	
Voice: pitch, volume, rate inflection	ARII
Pronunciation	
Clarity	
Correct usage	
Courtesy	
Articulation	
Unity	ARII
Choice of words	D, WAI
Gestures	
Posture	
Audience appeal	
Purposes and Forms	
Direction	
Conversation	
Panel discussion	
Round-table discussion	Discuss problems and concerns of pupils.
Parliamentary discussion	Conduct an organizational meeting for a school club or a class meeting.
Interviews and greetings	Introduce speakers for auditorium sessions.
Narration	
Evaluation	
Emphasis	
Entertainment	
Analysis: merits and faults	
Reports: use all forms taught previously	
Persuasion	
Anecdotes	
Listening	
Standards	
Preparation	
Concentration	
Evaluation	
Courtesy	
Listen for:	
Main idea	
Details	
Fact versus opinion	
Directions	
Analysis: merits and faults	
Sentence patterns	ARII
Errors	
Enjoyment	
Explanations	
Information	

Grade 7, Gifted (continued)

Content	Suggestions
Listen for: (continued)	
Radio and television: cultural and educational	
Signals	
Literary forms: prose and poetry	ARII

WRITTEN LANGUAGE

Written language is a vehicle by which the student expresses himself in creative writing and practical writing.

OBJECTIVES

The pupil will

- express himself clearly and effectively.
- use a variety of acceptable sentence patterns.
- develop the critical and intuitive processes through a good literature program.
- use language effectively in the study skills of note-taking and outlining.
- habitually proofread his work for correct usage, spelling, punctuation, and capitalization.

Content	Suggestions
The Elements of Writing	
The Word	
Spelling	Refer to complete Spelling in Grades 7 and 8, Gifted in this guide. Supplement with content words. L, IOW, D
Origins and history	
Learning through context clues	S, entire units 13-22
Suffixes, prefixes, root words	ARII
Precise and Concise	
Hyphenated	ARII
Descriptive	
Compound	ARII
Transitional	
The Sentence	
Simple	
Complex	
Compound	ARII
Kinds of	
Avoid fragments and run-on	
Patterns	

Content	Suggestions
The Sentence (continued)	
Diagraming: optional	
Clauses: independent, subordinate	
Topic	ARII
Main parts	
Word order	ARII
Inverted	
Negative	
Expanded	
The Paragraph	
Indentation	
In dialogue	
Sequence	
Topic sentence	
Unity	
Outlining	
The Forms of Writing	
Creative	
Character study	ARII Read stories listed under characterization in Literature section of this guide.
Description	
Narration: dialogue	
Exposition: exaggeration, propaganda, contrast and comparison	ARII
Stories: point of view	
Nonfiction	
Poetry: figures of speech, haiku, cinquain, free verse	ARII
Anecdote	ARII
Practical	
Report	
Biography	
Notes: apology, request, invitation	
Letters: business, friendly	
Dialogue	
Poetry: Figures of speech, haiku, free verse	
Outline: preliminary, final	
Editorial	
Opinion	
News article	
Feature article	
Summary	

Grade 7, Gifted

Content   Suggestions

The Mechanics of Writing

Grammar and Usage

Nouns: common, proper, abstract, concrete, determiners; predicate noun, verbals, singular, plural, possessive, adjunct, collective, as objects
Pronouns: possessive, agreement with antecedent, indefinite, personal, demonstrative, interrogative, relative, predicate
Verbs: action, linking, phrases, transitive and intransitive, tense, principal parts, agreement with subject, active and passive voice
Adjectives: noun adjective, phrases, modifiers, comparison, complement
Connectives: coordinator, subordinator
Adverbs: negative, modifiers, intensifiers, comparison
Verbals: infinitives, gerunds, participles   ARII
Prepositions: phrases
Sentence pattern
Review all material in the Handbook, pp.437-457   L

Capitalization

First word of sentences, topics in outline, titles.
Review rules for capitalization previously taught.

Punctuation

Comma: compound sentences, nonrestrictive clauses, introductory adverbial clauses, introductory participial phrases.
Colon: time, business letters
Review punctuation marks previously taught.

Study Skills

Use of the library: card catalog, Dewey Decimal system
Use of Reference Books: encyclopedia, almanacs and atlases, Readers Guide.
Note-taking
Outlining
Memorization
Daily time schedule for study

Proofreading for

Clarity of thought
Organization
Mechanics
Usage
Spelling

Use the handbook of English in the back of *Language for Daily Use*

Handwriting: See suggestions in Handwriting in Grades 7 and 8 in this guide.

SPELLING IN GRADES 7 AND 8, GIFTED

GOALS:

- To become aware of the need for correct spelling and to develop a sense of responsibility for accuracy in spelling in all written work.
- To develop effective methods of learning to spell.
- To be able to spell words used in all writing.
- To develop the habit of checking all written work for spelling errors. (Proofreading)

OBJECTIVES:

1. All pupils master 80% of the "first list" words, basic high-utility words needed by all students.
2. The pupil differentiates between open and closed syllables and uses these patterns correctly in spelling and syllabicating words.
3. The pupil recognizes consonant clusters (digraphs and trigraphs), spells them correctly, and does not syllabicate them.
4. The pupil recognizes and can spell words that contain adjoining vowels.
5. The pupil understands the meaning and function of prefixes and suffixes and can spell words containing prefixes and suffixes.
6. The pupil discovers and learns to spell many English words derived from the Greek, Latin, French, and Spanish languages.
7. The pupil learns to spell words used in commercial, artistic, scientific, historical, and connotative contexts.
8. The pupil applies acquired dictionary skills.
9. The pupil applies proofreading skills.

SPELLING IN GRADE 7, GIFTED

MATERIALS:

Pupil's text, *Spell Correctly*, Grade 7
Teacher's workbook edition, *Spell Correctly*, Grade 7

TO THE TEACHER:

The teacher's workbook edition of *Spell Correctly* has been supplied rather than the hardback volume because it is easier to read. The content of the introductory and explanatory matter for teachers in the front section (pages 2T through 64T) and of the pages containing the thirty developmental units are the same in both. Please note, however, that in the workbook edition pages are provided for testing and review which are not included in the hardback edition. Consequently, the Spelling Dictionary does not begin on the same page and, further, the paging of the dictionary section is not identical.

Be sure to read pages 4T through 10T for an overview of the organization of the textbook. Teacher's Notes and Tests, pages 17T - 61T, present teaching suggestions for each unit.

It is important to be aware of the terminology used in the *Spell Correctly* texts which will be new to pupils:

homophone homograph
digraph trigraph consonant cluster
grapheme morpheme
phoneme phonemic

Notice also the use of virgules (//) to indicate sound of.
For example, (/k/) indicates sound of k.

HANDWRITING IN GRADES 7 AND 8, GIFTED

GOALS:

- To develop the desire to write legibly and neatly.
- To develop interest in the use of handwriting to serve the various purposes of communication.
- To strengthen and maintain basic handwriting skills in all written activities.
- To develop the habit of checking all written work for writing errors. (Proofreading)

OBJECTIVES:

The pupil will

recognize the importance of legibility in all written communication.
write legibly and neatly.
apply the skills of proofreading in all written activities.

MATERIALS for Grade 7, Gifted

Pupil's text, *Rendezvous* Recorder (nonconsumable)
Teacher's edition, *Rendezvous and Mission Accomplished*
Color perception strips - cursive

Many teachers have indicated that formal teaching of handwriting in the seventh and eighth grades is no longer a necessity. However, there are always some students in need of remediation, and it is certainly desirable to maintain skills already acquired. The materials listed above are provided for the teacher's use.

GUIDELINES:

- Be sure to display the perception strips and familiarize the pupils with the significance of the color sequence.
- Any student in need of remediation may use recorder as a reference.

  A point of emphasis is stated on each page (formation of letters, joinings, size, fluency, writing for different purposes, etc.).
- Up-to-date material and format are appealing to older boys and girls.

  One or more lessons provide for practice in manuscript writing.
- Correlation between spelling and handwriting should be strongly emphasized.
- Teachers should require that handwriting be neat and legible in all written activities.

READING/LITERATURE, Grade 7, Gifted

MATERIALS:

Adventures for Readers, Book II ARII
Teacher's Manual, *Adventures for Readers*, Book II
Test Booklets, *Adventures for Readers*, Book II
Forbes, *Johnny Tremain*
Twain, *Tom Sawyer*
L'Engle, *A Wrinkle in Time*
Speare, *The Witch of Blackbird Pond*
Speare, *Bronze Bow*

Educational Development Laboratories (controlled reader)
Perceptual Development Laboratories (controlled reader)
Reading for Meaning
McCall Crabbs Standard Test Lessons in Reading
McCall Crabbs *Study Lessons*
SRA Research Laboratory
Words Are Important, Book I
Be A Better Reader, Book II

The capabilities and needs of the students should be the guidelines for selection and use of the supplementary workbooks and teaching aids.

Ample material is available in the literature book for teaching interpretive skills. The teacher should present as much material as time permits. The major objectives are enjoyment and appreciation. In addition, the student distinguishes types of literature and uses critical judgment to evaluate the selections.

Examples are given below for each type of literature represented; however, the teacher is not limited to these suggestions.

Content	Suggestions	
Short Story		
Plot		
"As the Night the Day" "The Apprentice"		
Theme	F 251-115	Literature Appreciation: Stories
"The Apprentice"		
Characterization		
"The Drummer Boy of Shiloh" "Smoke Over the Prairie" "My Friend Flicka" "The Man Without A Country"	FS 653-167	Charlemagne
Point of View		
"Weep No More, My Lady" "Mama and the Graduation Present" "The Ransom of Red Chief" "The Red-headed League"		

Content	Suggestions
Short Story (continued)	
Descriptive details	
"Top Man"	
"Will Stutley's Rescue"	
Dialogue	
"The Red-headed League"	
"The Ransom of Red Chief"	
"The Celebrated Jumping Frog of Calaveras County"	
Humor	
"The Ransom of Red Chief"	
"Legend of Sleepy Hollow"	F 249-116 Washington Irving
Folk Literature	Show students the value of folk literature in interpreting all allusions in other literature.
Epic	
"Adventures of Aeneas"	
"The Wooden Horse"	
"Odysseus and the Cyclops"	FS 667-121 Ulysses and Circe
"Sir Gawain"	FS 653-168 King Arthur
Myth	
"Baucis and Philemon"	FS 656-171 Baucis and Philemon
"Midas"	
Legend	
"How Horatius Held the Bridge"	
"Legend of Sleepy Hollow"	
Folk Tale	
"The Gift and the Giver"	F 165-106 The Stonecutter
Fable	
"The Blind Men and the Elephant"	
"The Princess and the Tin Box"	
Non-Fiction Prose	
Biography	
"Incandescent Genius"	F 368-111 Thomas Edison
"George Washington Carver"	SFS 764-406 George W. Carver
"Julius Caesar"	
Autobiography	
"Boyhood Reminiscences"	
"Cub Pilot on the Mississippi"	
Essay	
"The Dog That Bit People"	
"Your Change"	
"An Old-Fashioned Iowa Christmas"	

Content | Suggestions

Essay (continued)

"Memorial"
"The Spreading 'You Know'"

Journal

"From Spring to Summer"

History

"The Eruption of Vesuvius"

Article

"Sing an Old Song"

Speech

"The Gettysburg Address"

Eulogy

"Mary White"

Poetry

Since poets express ideas and emotions through imagery, figurative language, rhythm and sometimes rhyme, it is essential that it be read orally.

Lyric

"O Captain! My Captain"
"The River is a Piece of Sky"
"The Lonely Street"
"Exiled"
"Mending Wall"
"Night Journey"

Narrative

"Lochnivar"
"The Raven"

Humorous

"Casey at the Bat"
"The Panther"
"The Porcupine"
"The Naming of Cats"

Historic Background

"Dunkirk"
"The Charge of the Light Brigade"
"Paul Revere's Ride"
"The Concord Hymn"
"Old Ironsides"

R 553-119 Paul Revere's Ride

Play

"The Stone"
"Sire de Maletroit's Door"
"Happy Journey to Trenton and Camden"
"Pyramus and Thisby"

Grade 7, Gifted

Content	Suggestions
Novel (for class study in depth)	
The Witch of Blackbird Pond *Johnny Tremain* *Tom Sawyer* *A Wrinkle in Time* *Bronze Bow*	Three of the listed novels are required. Time and the ability of the class will determine whether all are read.

GRADE 8, GIFTED

LANGUAGE ARTS

The art of communication, both written and oral, is explored in *Thought and Phrase*. This is accomplished by showing the students how to observe carefully and how to record their observations. The use of descriptive and precise language is emphasized.

There is a logical progression from words to sentences to paragraphs to longer compositions. The various forms of creative and practical writing are discussed and examples of the various forms are presented.

The color illustrations, cartoons, and other eye-catching graphics enliven the book and correlate with concepts and theory.

MATERIALS:

Pupil's text, *Thought and Phrase (9)*	T&P
Individualized English, Set H	Set H
Pupil's text, *Spell Correctly*, Level 8	S
Teacher's edition, *Spell Correctly*, Level 8	STE
Mission Accomplished Recorder, handwriting (nonconsumable)	
Teacher's edition, *Rendezvous and Mission Accomplished*	
Pupil's text, *Webster's New Collegiate Dictionary*	D
Words Are Important, II	WAI
Reference Handbook of Grammar and Usage	

NOTE: See Reading/Literature materials list.

ORAL LANGUAGE

The students language begins with speaking and listening which occur simultaneously.

Speech improvement can be taught within the framework of the class activities. Note ways in which the student responds to classroom situations, ways he asks and answers questions, and ways in which he organizes his thoughts.

Listening is a skill which improves with practice. The student must be made aware that communication is a two-way skill. When someone is speaking the others in the group should be listening.

OBJECTIVES:

The pupil will

- organize his thoughts clearly.
- understand the standards for formal and informal language.
- convey his ideas through pleasing tone, appropriate rate, suitable volume, and correct usage.
- determine a purpose for both speaking and listening.

Content	Suggestions
Speaking	
Standards	
Preparation	
Voice: articulation, volume, rate, pitch	
Enunciation	
Pronunciation	
Correct usage	AIR
Choice of words	D, WAI, AIR
Clarity	
Continuity	
Imagination	AIR
Courtesy	
Purposes and Forms	
Evaluation	
Information	
Direction	
Review	
Analysis	
Entertainment	
Summary	
Report	
Persuasion	AIR
Interview	
Parliamentary Procedure	T&P
Listening	
Standards	
Preparation	
Concentration	
Evaluation	
Courtesy	
Purpose: listen for	
Detail	
Main idea	
Speech patterns	
Errors	
Enjoyment	
Explanations	
Directions	
Contrast	

GRADE 8, GIFTED

WRITTEN LANGUAGE

Written language is a vehicle by which the student expresses himself in creative writing.

OBJECTIVES:

The pupil will

- . express himself clearly and effectively.
- . use a variety of acceptable sentence patterns.
- . develop the critical and intuitive processes through a good literature program.
- . use language effectively in the study skills of note-taking and outlining.
- . habitually proofread his work for correct usage, spelling, punctuation, and capitalization.

The Elements of Writing

The Word

Spelling	Refer to complete Spelling in Grades 7 and 8, Gifted in this guide. Supplement with functional words.
Etymology	
Connotation and denotation	AIR
Descriptive	AIR
Diction	AIR
Syllabication	AIR, D
Increase vocabulary through: context clues, and direct and indirect experiences.	
Use the dictionary: meaning, pronunciation, spelling, word forms, miniature encyclopedia	D, AIR

The Sentence

Subjects and predicates	
Kernel sentences	AIR
Transformations	
Expanded	
Emphasis	
Avoiding ruts	
Compound	
Word order	
Avoiding sentence errors	

The Paragraph

Use of a planned guide	AIR
Indentation	
Introductory	
Concluding	
Transition between paragraphs	AIR
Topic sentence	

Content	Suggestions
The Paragraph (continued)	
Sequence	
Development	AIR
Structure: unity, coherence	
The Forms of Writing	
Creative	T&P
Essay: critical, dramatic, biographic, personal, humorous	
Short story: conflict, plot, characterization, theme	
Poetry: imagery, rhythm, ballad, free verse	AIR
Theme	AIR
Dialogue	
Practical	T&P
Review topic outline	
Use variety of paragraphs	
Persuasion	
Summarize	
Explanation	
Evaluate	
Description	AIR
Conversation	
Research papers	
News articles	
Editorials	
Minutes of a meeting	
Bibliography	
Letters: business, friendly, informal notes	
Journal	
Mechanics of Writing	
Grammar and Usage	T&P
Verbs: tense, forms, principal parts, agreement with subject, active and passive	AIR
Pronouns: subjects, objects, predicate complements, in comparison, adjective modifiers, collective	
Adverbs: good and well, modifier, phrases	AIR
Nouns: singular and plural, as subjects, possessive, common, proper	Set H
Conjunctions: subordinating	
Sentence patterns	

Content	Suggestions
Mechanics of Writing (continued)	
Capitals	
Capitalize correctly at all times	T&P, p.376
Punctuation	Use Set H. Student will work at his own level on punctuation.
Comma: parenthetical phrases, introductory adverb clauses and participal phrases, nonrestrictive adjective clauses	
Dash	
Underlining titles - italics	
Quotation marks: titles of short stories, chapters of books, songs.	
Semi-colon	
Colon	
Brackets	
Parentheses	
Study Skills	
Use of:	
Atlases	
Card catalog	
Dewey Decimal system	
Dictionary	
Encyclopedia	
Reader's Guide to Periodical Literature	
Books of quotations	
Year books	
Proofreading for:	Handbook Set H
Clarity of thought	
Organization	
Mechanics	
Usage	
Spelling	

SPELLING IN GRADES 7 AND 8, GIFTED

GOALS:

- To become aware of the need for correct spelling and to develop a sense of responsibility for accuracy in spelling in all written work.
- To develop effective methods of learning to spell.
- To be able to spell words used in all writing.
- To develop the habit of checking all written work for spelling errors. (Proofreading)

OBJECTIVES:

1. All pupils master 80% of the "first list" words, basic high-utility words needed by all students.
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6. The pupil discovers and learns to spell many English words derived from the Greek, Latin, French, and Spanish languages.
7. The pupil learns to spell words used in commercial, artistic, scientific, historical, and connotative contexts.
8. The pupil applies acquired dictionary skills.
9. The pupil applies proofreading skills.

SPELLING IN GRADE 8, GIFTED

MATERIALS:

Pupil's text, *Spell Correctly*, Grade 8
Teacher's workbook edition, *Spell Correctly*, Grade 8

TO THE TEACHER:

The teacher's workbook edition of *Spell Correctly* has been supplied rather than the hardback volume because it is easier to read. The content of the introductory and explanatory matter for teachers in the front section (pages 2T through 64T) and of the pages containing the thirty developmental units are the same in both. Please note, however, that in the workbook edition pages are provided for testing and review which are not included in the hardback edition. Consequently, the Spelling Dictionary does not begin on the same page and, further, the paging of the dictionary section is not identical.

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homophone
homograph
digraph
trigraph
consonant cluster
grapheme
morpheme
phoneme
phonemic

Notice also the use of virgules (//) to indicate sound of.
For example, (/k/) indicates sound of k.

HANDWRITING IN GRADES 7 AND 8, GIFTED

GOALS:

- To develop the desire to write legibly and neatly.
- To develop interest in the use of handwriting to serve the various purposes of communication.
- To strengthen and maintain basic handwriting skills in all written activities.
- To develop the habit of checking all written work for writing errors. (Proofreading)

OBJECTIVES:

The pupil will

recognize the importance of legibility in all written communication.
write legibly and neatly.
apply the skills of proofreading in all written activities.

MATERIALS for Grade 8, Gifted

Pupil's text, *Mission Accomplished* Recorder (nonconsumable)
Teacher's edition, *Rendezvous and Mission Accomplished*
Color perception strips - cursive

Many teachers have indicated that formal teaching of handwriting in the seventh and eighth grades is no longer a necessity. However, there are always some students in need of remediation, and it is certainly desirable to maintain skills already acquired. The materials listed above are provided for the teacher's use.

GUIDELINES:

- Be sure to display the perception strips and familiarize the pupils with the significance of the color sequence.
- Any student in need of remediation may use recorder as a reference.

  A point of emphasis is stated on each page (formation of letters, joinings, size, fluency, writing for different purposes, etc.).
- Up-to-date material and format are appealing to older boys and girls.

  One or more lessons provide for practice in manuscript writing.
- Correlation between spelling and handwriting should be strongly emphasized.
- Teachers should require that handwriting be neat and legible in all written activities.

READING/LITERATURE, Grade 8, Gifted

MATERIALS:

Adventures in Reading AIR
Teacher's Manual, *Adventures in Reading*
Test Booklets, *Adventures in Reading*
Steinbeck, *The Pearl*
Hemingway, *The Old Man and the Sea*

Educational Development Laboratories (controlled reader)
Perceptual Development Laboratories (controlled reader)
Reading for Meaning
McCall Crabbs Standard Test Lessons in Reading
McCall Crabbs *Study Lessons*
Words Are Important, Book II
Be A Better Reader, Book III

The teacher should choose the anthology selection best suited for a particular class but should not omit any section entirely. The teacher's manual is excellent. It contains teaching suggestions for each selection and answers to study questions and questions in the test booklet.

Examples are given below for each type of literature represented.

Content	Suggestions
The Short Story	F 262-137 *Literature in America - The Short Story*
Conflict and Plot	
"The Lady or the Tiger"	
"Charles"	
"The Interlopers"	
"The Necklace"	
Characterization	
"The Silver Mine"	
"The Pacing Goose"	
"All the Years of Her Life"	
Themes and Ideas	
"Luck"	
"The Split Cherry Tree"	
"The Gift of the Magi"	
"A Gray Sleeve"	
"The Secret Life of Walter Mitty"	
The Storyteller and the Story	
"The Tell-Tale Heart"	SFS 770-713 *That Strange Mr. Poe*
"The Ambitious Guest"	F 171-152 *Edgar Allan Poe*
"The Gift"	

Content	Suggestions
Examples (continued)	
The Novel	
Great Expectations	F 362-111 *What It Is, What's It About, What It Does* F 362-104 *Early Victorian England and Charles Dickens* F 362-112 *Great Expectations I* F 362-113 *Great Expectations II*
The Pearl	
The Old Man and the Sea	SF 77C-712 *Hemingway*
The Play	
"Abe Lincoln in Illinois" "Romeo and Juliet" "The Elizabethan Theatre"	SFS 772-700 *What Is Drama*

Non-Fiction Prose

Biography and Autobiography

- "The Young Shakespeare"
- "Mark Twain"
- "The Day the Dam Broke"
- "Travels With Charley"

Essays and Sketches

- "Delight"
- "The Genuine Mexican Plug"
- "The Adventures of a Shilling"
- "The Decline of Sport"
- "Of Studies"

Poetry

- Narrative
  - Ballad
    - "The Wife of Ushers Well"
    - "Allen-a-Dale"
    - "The Ballad of William Sycamore"
- Tale
  - "Eldorado"
  - "Incident of the French Camp"
- Epic
  - "The Odyssey"

Content	Suggestions

Examples (continued)

Poetry

Lyric

"Bugle Song"
"Hunting Song"
"London Town"
"The Lorelei"
"Night Clouds"
"Silver"
"The Fawn"
"My Heart Leaps Up"
"Psalm 23"
"To Daffodils"

Five Poets: A Closer Look

Carl Sandburg
Rudyard Kipling
Edna St. Vincent Millay
Robert Burns
Alfred, Lord Tennyson

Appendix

Dale-Chall Readability Index

Prose selections in *ADVENTURES FOR READERS, BOOK ONE*

Note: No reading formula is applicable to poetry.

Title of Selection	Page	Readability
PART ONE		
David and Goliath	3	7-8
The Three Golden Apples	9	7-8
From *Beowulf*	18	9-10
Paul Bunyan: An American Hercules	29	9-10
Florence Nightingale	41	9-10
Matthew Henson	59	9-10
Helen Keller	78	7-8
The Erne from the Coast	89	5-6
The Fifty-first Dragon	101	7-8
Prometheus the Fire-Bringer	113	5-6
Icarus and Daedalus	121	7-8
The Terror of the Deep	125	7-8
The Art of Seeing Things	137	9-10
Thanksgiving Hunter	153	5-6
Snapshot of a Dog	161	5-6
Animals Go to School	167	11-12
Forty-nine Gates	179	5-6
Pandora	186	9-10
Home	190	7-8
Sled	193	5-6
Mary	200	7-8
The Cat and the Pain Killer	205	7-8
The Wild Duck's Nest	210	9-10
The Animals' Fair	215	7-8
PART TWO		
Rip Van Winkle	235	9-10
The Sneaker Crisis	250	5-6
The Blazing Star	265	5-6
The Nightingale	279	7-8
"Blow Up With the Brig!"	287	5-6
A Christmas Carol	299	5-6
Inside a Kid's Head	383	7-8
Feathertop	399	5-6
The Big Wave	414	Below 5
PART THREE		
Rikki-Tikki-Tavi	459	7-8
The Elephant's Child	472	5-6
Love of Life	482	7-8
The Story of an Eyewitness	507	5-6
The Story of Keesh	514	5-6

Title of Selection	Page	Readability
PART FOUR		
Phaethon and the Chariot of the Sun	537	7-8
How Perseus Slew the Gorgon	545	7-8
The Golden Fleece	559	7-8
The Wolf and the Lamb	582	5-6
The Town Mouse and the Country Mouse	582	5-6
Androcles	583	5-6
The Wind and the Sun	584	5-6
Belling the Cat	584	9-10
The Lion in the Gateway	597	7-8

Appendix

Dale-Chall Readability Index

Prose selections in *ADVENTURES FOR READERS, BOOK TWO*

Note: No reading formula is applicable to poetry.

Title of Selection	Page	Readability
PART ONE		
The Stone	3	7-8
Odysseus and the Cyclops	15	7-8
Sir Gawain	26	9-10
Will Stutely's Rescue	32	9-10
Top Man	42	7-8
My Friend Flicka	64	5-6
Lou Gehrig's Epic of Courage	87	9-10
Baucis and Philemon	103	7-8
Midas	107	Below 5
The Gift and the Giver	114	5-6
Weep No More, My Lady	118	7-8
Mama and the Graduation Present	134	7-8
The Countess and the Impossible	139	7-8
As the Night the Day	144	7-8
Salt-Water Tea	159	5-6
The Man Without a Country	187	7-8
The Drummer Boy of Shiloh	202	13-15
The Gettysburg Address	208	5-6
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Glossary of Terms

The Glossary of Terms is offered as an aid for the teacher. In your discussions you may use these terms with the students so often that some of them become a part of their vocabulary. However, it is not intended to be a list of terms to be learned by the student.

Acronym - a word formed from the initial letters or syllables of other words, such as UNESCO, radar.

Alliteration - the repetition of consonants, especially at the beginning of words or of stressed syllables.

Anthology - collection of prose or poems selected from various authors.

Antonym - a word that means the opposite of another word.

Article - a composition written on a specific subject, usually for a specialized audience. The style of such an article is impersonal, formal, and exact.

Autobiography - a story of a person's life written by himself.

Ballad - a simple, narrative poem of popular origin, especially one that is passed from one generation to another. Ballads are often sung.

Biography - an account of a person's life written by someone other than himself.

Blank Verse - lines of poetry of iambic pentameter without end rhyme.

Characterization, methods of - the methods an author uses to reveal the personality and character of a fictional person. An author reveals a character's personality and traits by describing his (1) physical appearance; (2) speech and actions; (3) inner thoughts and feelings; and (4) his effect on other characters. These methods can be used in any combination.

Choral Reading - the reading of poetry or prose by a group, using single and group voice combinations.

Cinquain - a five-line stanza.

Classic - a literary work of the highest rank, serving as an outstanding representative of its kind, having lasting significance or recognized worth.

Couplet - two successive lines of poetry, usually two that rhyme and are the same length.

Descriptive Language - writing that has a great deal of detail showing the reader, rather than telling him, what is happening.

Dialogue - conversation between characters in a short story, play, poem, novel, or non-fiction. It can be used to provide background information, to reveal character and character relationships, or to advance the story.

Glossary of Terms

Doublet - one of two or more words that can be traced to the same original word, but that came into the language from different sources.

Editorial - an article, usually in a magazine or a newspaper, written by the editor, or by his staff and approved by him, giving the opinion or attitude of the magazine or paper regarding some subject.

Essay - a short literary composition on a particular theme or subject, usually written in prose, from a limited or personal point of view. An essay may also be presented in photographic form.

Etymology - the derivation or origin of a word.

Euphony - agreeable sound, especially in the phonetic quality of words.

Fable - a brief tale, usually from the distant past, that illustrates a truth about mankind. In many fables, the characters are animals gifted with the power of speech and behaving like human beings.

Fantasy - fiction that contains impossible situations, events, or characters. Fantasy includes fairy tales, ghost stories, fables, and science fiction. Frequently, a theme is developed.

Fiction - prose that tells a story that the author has created from his imagination, although the setting may be real. May be a short story, a novel, or a drama. Sometimes story-poems are classified as a kind of fiction.

Figurative Language - in prose or poetry, words used out of the literal meaning to add beauty or force; language in which many figures of speech are used.

Figures of Speech - rhetorical devices designed to appeal to the reader's senses. Most common: simile, metaphor, personification, synecdoche, metonymy, hyperbole, litotes. Those which appeal to the intellect: analogy, antithesis, and irony.

Flashback - an interruption in the action of a story, play, or work of nonfiction to show an episode that happened at an earlier time. It provides background information necessary to an understanding of the characters or the plot.

Folklore - traditional legends, customs, beliefs, etc. of a people.

Foreshadowing - the author's use of clues or hints about events which will occur later in a narrative.

Haiku - a poem of a fixed, 17-syllable form.

Hero - chief attractive male character, the male protagonist.

Heroine - the chief attractive feminine character, the female protagonist.

Glossary of Terms

Homograph - one of two or more words that are spelled alike but have different origins, meanings, or pronunciations.

Hyperbole - an extravagant exaggeration (this book weighs a ton).

Homonym - one of two or more words that are pronounced the same but have different spellings and different meanings.

Imagery - pictures in the mind; descriptions and figures of speech that help the mind to form forceful or beautiful pictures.

Imperfect Rhyme - rhyme in which the sounds are similar rather than identical. (rain and again)

Inference - a conclusion that is drawn from a statement, even though the basis of the conclusion is not found specifically in the statement.

Internal Rhyme - the rhyming of a word within a line of verse with a word at the end of the line. (Jesse had a wife, to mourn all her life.)

Irony - a contrast between what is said and what is meant, usually humorous; a deliberate emphasizing or saying the opposite of what is meant; an event contrary to what would naturally be expected. A frequent device of satire.

Legend - a traditional story about a particular person, place, or deity, often popularly accepted as history.

Limerick - a five line nonsense poem; the first, second, and fifth lines rhyme and have three stresses, the third and fourth lines rhyme and have two stresses.

Literary Allusion - a brief reference to literature, to history, to things, to people and what they do, to add interest or explain more clearly what an author is trying to say.

Litotes - a deliberate understatement for the sake of affect achieved by saying the opposite of what one means. (calling a fat boy Skinny or a slow boy Speedy) The opposite of hyperbole.

Lyric Poem - a short poem expressing personal emotion, frequently set to music and sung.

Metaphor - like a simile, is a comparison, but a metaphor implies the comparison rather than stating it. (wolfing your lunch, chicken-hearted, Death is a black camel.)

Meter - in poetry, the arrangement of words in regularly measured, patterned, or rhythmic lines or verses.

Metonymy - the substitution of a word naming an object for another word closely associated with it. (Pay tribute to the crown - crown substituted for king.)

Mood - a certain feeling or tone that is created in a piece of literature.

Glossary of Terms

Myth - a traditional story connected with religion of a people, usually attempting to account for something in nature.

Mythology - a collection of myths dealing with the gods and legendary heroes of a people.

Narration - a recital of events; an account, or a story.

Non-fiction - writing that describes only real people and true events; any writing that is not fiction.

Novel - a prose narrative of considerable length, having a plot that is unfolded by the actions, speech and thoughts of the characters.

Onomatopoeia - the use of a word to represent or imitate natural sounds. (buzz, crunch, tinkle, gurgle, sizzle, hiss)

Paradox - a statement which is or which seems to be self-contradictory.

Parody - a humorous imitation of a serious writing that follows the form of the original.

Personification - a figure of speech in which human characteristics are given to inanimate objects, ideas, or animals. (The wind whistled. Death, be not proud,...)

Plot - the pattern of incidents which make up a story. In a good plot, each incident has a purpose, grows out of the incidents that precede it, leads into those that follow, and is related to the main idea in the story.

Poetry - a patterned form of verbal or written expression of ideas in concentrated, imaginative, and rhythmical terms. Poetry usually contains rhyme and a specific meter, but not necessarily.

Point of View - vantage point from which a story is told. The author may stand outside his story and tell what happens, or enter the story and assume the role of a character. (I)

Prose - language spoken or written, not arranged in verses.

Repetition - the reiterating of a word or phrase within a poem. (Classic example is "The Bells" by Edgar Allen Poe.)

Rhyme - the repetition of syllable sounds within a line (internal rhyme) or at the ends of lines of poetry (end rhyme).

Rhyme Pattern - the structure of rhyming lines of a poem. The first sound is represented as a, the second sound is represented as b - the pattern may be a, a, b, b, or a, b, a, b, etc.

Rhythm - a series of stressed and unstressed sounds in a group of words. Rhythm may be regular or it may be varied.

Glossary of Terms

Satire - a witty or humorous criticism in literature of some individual, class, idea, or institution.

Science Fiction - fiction that deals with the possible effect of scientific advancements on human life in the future.

Setting - the time, place, and general environment in which a piece of fiction occurs, the details of which may be either stated or suggested. The setting usually serves as a background for the action, but it may also be used to reveal character and shape events.

Simile - a stated comparison between two things that really are very different, but share some common element. Similes are introduced by the use of like and as. (He runs like the wind. He is strong as an ox.)

Stanza - the smallest division of a poem having a rhyming pattern.

Style - an author's individual manner of expression in poetry or prose.

Suspense - the element in a literary work that keeps the reader wanting to know what happens next. It can be created through the use of mystery, conflict, or characterization.

Synecdoche - a figure of speech in which a part is used for a whole or a whole for a part. (All hands on deck! Hands represents sailors.)

Synonym - a word that means the same or nearly the same as another word.

Synopsis - a summary.

Tale - a short narrative without a complicated plot.

Tall tale - an exaggerated, improbable, unlikely story.

Theme - an idea about life expressed in a literary work, more often implied than stated. It should not be confused with a moral, or rule to live by. Subjects are specific; themes are general. A theme is a general idea arising from the particular subject that the work presents and develops.

Tone - the attitude the author expresses toward the material presented in the work; the mood.

Verse - in the general sense, a synonym for poetry. Frequently used as a synonym for stanza of a long poem.

PUPIL RECORD SHEET

NAME ____________________
Last, First
STUDENT NO. __________ BIRTHDATE ____________________

PRIMARY III ITBS Score here.

DATE, SCHOOL	LANGUAGE ACHIEVEMENT*	READING ACHIEVEMENT	ITBS SCORES, DATE
Grade 4	Sentence Structure ____ ____ Parts of Speech ____ ____ Usage ____ ____ Capitalization ____ ____ Punctuation ____ ____ Spelling ____ ____ Handwriting ____ ____ Oral Composition ____ ____ Written Composition ____ ____ Vocabulary Score ____ ____ Set____	Basal Reader, RS Level ____ p____ OH p____, C p____ Inventory Survey Word Meaning ____ ____ Sentence Meaning ____ ____ Total Meaning ____ ____ Word Analysis ____ ____ Dictionary Skills ____ ____ Total ____ ____ Special Programs (RIT____, RR ____, RC ____)	Put Grade 4 ITBS Scores here.
Grade 5	Sentence Structure ____ ____ Parts of Speech ____ ____ Usage ____ ____ Capitalization ____ ____ Punctuation ____ ____ Spelling ____ ____ Handwriting ____ ____ Oral Composition ____ ____ Written Composition ____ ____ Vocabulary Score ____ ____ Set____	Basal Reader, RS Level ____ p____ OH p____, C p____ Inventory Survey Word Meaning ____ ____ Sentence Meaning ____ ____ Total Meaning ____ ____ Word Analysis ____ ____ Dictionary Skills ____ ____ Total ____ ____ Special Programs (RIT____, RR ____, RC ____)	Put Grade 5 ITBS Scores here.
Grade 6	Sentence Structure ____ ____ Parts of Speech ____ ____ Usage ____ ____ Capitalization ____ ____ Punctuation ____ ____ Spelling ____ ____ Handwriting ____ ____ Oral Composition ____ ____ Written Composition ____ ____ Vocabulary Score ____ ____ Set____	Basal Reader, RS Level ____ p____ OH p____, C p____ Inventory Survey Word Meaning ____ ____ Sentence Meaning ____ ____ Total Meaning ____ ____ Word Analysis ____ ____ Dictionary Skills ____ ____ Total ____ ____ Special Programs (RIT____, RR ____, RC ____)	Put Grade 6 ITBS Scores here.

*S (Satisfactory), N (Needs Improvement), U (Unsatisfactory)

(S-10)

PUPIL RECORD SHEET

NAME ________________________________
Last, First

STUDENT NO. ______________ BIRTHDATE ____________________

DATE, SCHOOL	LANGUAGE ACHIEVEMENT*	READING ACHIEVEMENT	ITBS SCORES, DATE
Grade 7	Sentence Structure ____ ____ Parts of Speech ____ ____ Usage ____ ____ Capitalization ____ ____ Punctuation ____ ____ Spelling ____ ____ Handwriting ____ ____ Oral Composition ____ ____ Written Composition ____ ____	ARI ____ AS ____ DRI Color ____ Special Programs ____ ____	Put Grade 7 ITBS Scores here.
Grade 8	Sentence Structure ____ ____ Parts of Speech ____ ____ Usage ____ ____ Capitalization ____ ____ Punctuation ____ ____ Spelling ____ ____ Handwriting ____ ____ Oral Composition ____ ____ Written Composition ____ ____	ARII ____ SL ____ DRII Color ____ Special Programs ____ ____	Put Grade 8 ITBS Scores here.

*S (Satisfactory), N (Needs Improvement), U (Unsatisfactory)